# DOCUMENT RESUME

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ABSTRACT

GRADES OR AGES: Grades 10-12. SUBJECT MATTER: Social science. ORGANIZATION AND PHYSICAL APPEARANCE: The extensive introductory material includes rationale, definitions of the social science core disciplines, glossary of terms, and descriptions of concepts. The course material includes political science, history, economics, geography, sociology, and anthropology, each covering grades 10-12. The material is presetned in four columns: generalizations, concepts, sub-concepts, and behavioral objectives. Lists of suggested multimedia are provided for each subject. There is also a high school model for political science which includes suggested teaching techniques and suggested learning activities. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Long-range objectives are included in the intordductory material. Behavioral objectives and activities are set out in the main content of the guide. INSTRUCTIONAL MATERIALS: Multimedia materials listed for each subject include books, filmstrips, films, records, tapes, kits, and transparencies. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

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# SOCIAL SCIENCE

## A Curriculum Guide
## Levels Ten Through Twelve and Selected Multi-Media

Developed by

The Department of Curriculum Services
Clark County School District
2832 East Flamingo Road, Las Vegas, Nevada 89109

Mr. Kenny C. Guinn
Superintendent

1969

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# FOREWORD

Change has always been a basic part of life. However, the rapidly changing American society has public schools in preparing children to meet these changes. A realistic picture of the social world planned social science program. In an attempt to spearhead this change, there has been created a interest focused on the "new" social science. Today's needs and tomorrow's challenges must be me of the social disciplines.

Universally man is confronted with such factors of conflict as social, economic, and political force normal growth and development of man and society. Students must develop wholesome attitudes to factors, and learn to deal with it as a phase of reality. With this thought in mind initially applied reflect our contribution in some small way to the solution of the world's larger problems.

Provision has been made by the involvement of many people in the development of this curriculum curriculum and flexible enough to meet the ever changing needs of our society. It should provide of presenting the social sciences in a rational manner. It is hoped that as a result of its utilization effectiveness and efficiency in assisting children to reach their educational goals. Those individu curriculum undertaking are to be commended for their fine professional work and the educational unique work will provide the children of the Clark County School District with a social science pr ment.

Kenny C. Guinn

Kenny C. Guinn
Superintendent

## FOREWORD

ver, the rapidly changing American society has placed much responsibility on the
hanges. A realistic picture of the social world can be given to students through a well
pearhead this change, there has been created a tremendous local, state, and national
y's needs and tomorrow's challenges must be met with a new structure and organization

onflict as social, economic, and political forces. Yet, conflict is characteristic to the
. Students must develop wholesome attitudes toward conflict, understand its initiatory
ity. With this thought in mind initially applied to local problems, it will possibly
lution of the world's larger problems.

y people in the development of this curriculum guide to make it a vital ongoing
anging needs of our society. It should provide teachers with the sequential guidelines
er. It is hoped that as a result of its utilization, every teacher will attain maximum
reach their educational goals. Those individuals who have been involved in this
eir fine professional work and the educational cooperation they have exhibited. This
County School District with a social science program of continuous growth and develop-

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## TABLE OF CONTENTS

RATIONALE
TO THE TEACHER
THE SOCIAL STUDIES AND THE SOCIAL SCIENCES
DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES
GLOSSARY OF TERMS
USING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING
THE TEACHING-LEARNING PROCESS
BEHAVIORAL OBJECTIVES
LONG-RANGE OBJECTIVES
GUIDE FORMAT
GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES
MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS
CLARK COUNTY SCHOOL DISTRICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMI
    AIMS AND OBJECTIVES
HIGH SCHOOL MODEL — POLITICAL SCIENCE

## TABLE OF CONTENTS

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 1
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 2
OCIAL SCIENCES . . . . . . . . . . . . . . . . . . . . . . . 3
IENCE CORE DISCIPLINES . . . . . . . . . . . . . . . . . . . 4
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 5
STUDIES—GUIDELINES FOR TEACHING . . . . . . . . . . . . . . 8
CESS . . . . . . . . . . . . . . . . . . . . . . . . . . . . .10
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .11
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .12
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .13
DISCIPLINES WITHIN THE SOCIAL SCIENCES . . . . . . . . . . .14
CEPTS AND DESCRIPTIONS OF CONCEPTS . . . . . . . . . . . . .21
RICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE,
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .26
TICAL SCIENCE . . . . . . . . . . . . . . . . . . . . . . . .27

## TABLE OF CONTENTS (cont'd)

POLITICAL SCIENCE—LEVELS 10-12 . . . . . . . . . . . . . . . . . . . . . . . . . .

HISTORY—LEVELS 10-12 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

ECONOMICS—LEVELS 10-12 . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

GEOGRAPHY—LEVELS 10-12 . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

SOCIOLOGY—LEVELS 10-12 . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

ANTHROPOLOGY—LEVELS 10-12 . . . . . . . . . . . . . . . . . . . . . . . . . .

TABLE OF CONTENTS (cont'd)

-12 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 38
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 50
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 68
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 80
. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 94
12 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 106

## RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic pictu
the conditions and problems of life that today's youth face as adults can only be hypothesized
conditions and problems that exist today. The broad directions of change can be predicted.
dealing with the unknown future is a realistic understanding of contemporary society and the c
shaping it.

The student of today should become more involved at every level with basic social science co
student in today's complex world is one of the long-range goals of this Social Science Curricu
environment should be developed by the student. He must be able to think through problems r
viction than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials has determine
approach, discovery-inquiry method with emphasis on critical thinking skills, a program refle
the use of multimedia will be the major characteristics of this curriculum. It is intended tha
ale will facilitate for the learner greater comprehension, better transfer of knowledge, and m

# RATIONALE

ajor responsibility for giving the child the most realistic picture possible of his social world. Although
e that today's youth face as adults can only be hypothesized now, they will have emerged from the
r today. The broad directions of change can be predicted. For this reason, the best preparation for
is a realistic understanding of contemporary society and the dynamics of change that are constantly re-

me more involved at every level with basic social science concepts. The search for meaning for every
is one of the long-range goals of this Social Science Curriculum Guide. The ability to cope with his
by the student. He must be able to think through problems much more logically and with much more con-
nvolvement is the key to this change.

on, methods, skill development, and materials has determined the guidelines established. A conceptual
hod with emphasis on critical thinking skills, a program reflecting all the social science disciplines, and
e major characteristics of this curriculum. It is intended that the teacher's firm commitment to this ration-
r greater comprehension, better transfer of knowledge, and more meaningful subsequent learning.

## TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern
development, and materials that will be used. A conceptual approach, a discovery-inqui
a program reflecting all of the social science disciplines, and the use of multimedia are th

When planning a social science lesson, start with a generalization in mind that may be use
no way expected to repeat a generalization verbatim. They will be successful if they com
struction has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center,
These concepts have been divided into the categories of substantive, value, and method.
not identified as concepts. They are envisioned as inevitable skills coming into focus as t
utilized.

Sequence has been given to the K-12 social science continuum by assigning disciplines to
United States and Nevada History and American and Nevada Government are required in
taken during the eleventh and twelfth grades. The teacher must keep in mind that emphasi
levels assigned. The concepts are designed to bring other disciplines into focus during a
and sociology are included for levels ten through twelve taking electives into consideratio

Detailed subject matter has not been placed into any sequential order. Factual informatio
concepts, behavioral objectives, and multimedia used in lesson preparation. The concept
flexibility within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first intr
of instruction should enable the child to arrive at the large central idea--the generaliza

# TO THE TEACHER

um guide is to establish guidelines with a concern for the approach to instruction, methods, skill
used. A conceptual approach, a discovery-inquiry method with emphasis on critical thinking skills,
ience disciplines, and the use of multimedia are the major characteristics of this curriculum.

start with a generalization in mind that may be used as stated or may be reworded. Students are in
tion verbatim. They will be successful if they come near understanding the ideas to which the in-

opted from the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price.
the categories of substantive, value, and method. The eight techniques and aspects of method are
nvisioned as inevitable skills coming into focus as the inquiry method and conceptual approach is

ocial science continuum by assigning disciplines to be stressed at the various levels. Courses in
American and Nevada Government are required in high school. It is recommended that these be
rades. The teacher must keep in mind that emphasis should be given to the discipline at the grade
gned to bring other disciplines into focus during a unit of work. Anthropology, economics, geography,
en through twelve taking electives into consideration.

laced into any sequential order. Factual information will be determined by the concepts, sub-
nultimedia used in lesson preparation. The concepts have been structured open-ended to provide
bility to any type of school program.

om instruction starts with factual material first introduced in a conceptual framework. This procedure
o arrive at the large central idea--the generalization.

## THE SOCIAL STUDIES AND THE SOCIAL SCIENCE

The term social studies has traditionally been defined in reference to the social sciences. Tha
the scholarly fields of study of man in his social environment. These disciplines include socio
chology, political science, economics, history, geography, and philosophy. The social scien
social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the social s
changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data from the
learning, child development, and other psychological-methodological aspects of instruction.

Social studies can then be defined as the social sciences adapted and simplified for pedagogic

With this basic structure clearly defined, it is possible to achieve maximum value from the so
the basic program to societal and individual needs and conditions. The emphasis is clearly on
foundation of the social studies.

## THE SOCIAL STUDIES AND THE SOCIAL SCIENCES

en defined in reference to the social sciences. That is, the social sciences are first defined as
ocial environment. These disciplines include sociology, cultural anthropology, social psy-
tory, geography, and philosophy. The social sciences are primary sources of the concept of the
ts, and methods of inquiry.

ng in the social studies draw data from the social sciences related to societal values, problems,
eritage.

m planning in the social studies draw data from the social sciences related to social process,
ychological-methodological aspects of instruction.

ocial sciences adapted and simplified for pedagogical purposes.

it is possible to achieve maximum value from the social and psychological foundations in attuning
al needs and conditions. The emphasis is clearly on the social sciences as the substantive

## DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLIN

1. History: A narrative of events, an exposition that tells how these events unfolded.
History can be the annals of a nation, a society, or a social group. History is also a syst
affect a nation, an institution, or a social group, and an account usually connected with
Thus, it can be both narrative and interpretative. In still another way, history is describ
and explains past events as an aggregate or as steps in human progress. In short, the dic
analytical record of the human past.

2. Geography: The study of the earth's surface and of man's relationship to his environment.
It has also been defined as the study and interpretation of the distribution of phenomena
examined may be physical, such as climates, landforms, and soils; or human, such as rel
portation routes. Since the types of such phenomena are numberless, geography is prefer
distribution rather than content.

3. Economics: The study of how men and society choose, with or without the use of money, to
duce various commodities over time and distribute them for consumption, now and in the
in society.

4. Anthropology: The study of the relationship between man as a biological entity and his ad

5. Political Science: A field of inquiry devoted to an analysis of power in society.
It is traditionally known as that branch of the social sciences dealing with the organizat

6. Sociology: The science that deals with social groups, their internal forms or modes of orga
tain or change these forms of organization, and the relations between groups.

7. Philosophy: The most general science originally defined as the rational explanation of any
It is the general principle under which all facts could be explained, in this sense, indis

8. Psychology: The systematic study of the processes whereby the individual interacts with his

* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: The

## ONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

ion that tells how these events unfolded.
a society, or a social group. History is also a systematic written account of events that
cial group, and an account usually connected with a philosophical explanation of causes.
rpretative. In still another way, history is described as the branch of knowledge that records
te or as steps in human progress. In short, the dictionary defines history as a description or

ce and of man's relationship to his environment.
nd interpretation of the distribution of phenomena on the face of the earth. The phenomena
mates, landforms, and soils; or human, such as religions, population densities, and trans-
uch phenomena are numberless, geography is preferably defined in terms of this concept of

ciety choose, with or without the use of money, to employ scarce productive resources to pro-
nd distribute them for consumption, now and in the future, among various people and groups

hip between man as a biological entity and his adaptions to his enviornment.

voted to an analysis of power in society.
h of the social sciences dealing with the organization and government of states.

social groups, their internal forms or modes of organization, the processes that tend to maint-
ation, and the relations between groups.

iginally defined as the rational explanation of anything.
h all facts could be explained, in this sense, indistinguishable from science.

processes whereby the individual interacts with his environment.

Dictionary of the Social Sciences (New York: The Free Press, 1964).

## GLOSSARY OF TERMS

1. Concept: An individual's own way of making meaning of things he has experienced. classifying his experiences, and which continually changes as his experiences accumul bol which represents the real content of the insights and meanings the word evokes in t abstraction or general idea in the mind of a person used to represent a class or group o characteristics in common. It is a synthesis of a number of things an individual has exp his experiences. *

2. Generalization: A universally applicable statement at the highest level of abstraction past and/or present, engaging in a basic human activity. In accord with this definitio plicit:

   A. The stated generalization, or the context in which it appears, shows that the auth
   B. The stated generalization is not limited by reference to specific geographic or cu
   C. The facts upon which a generalization is based are not in themselves generalizati
   D. Neither a concept nor a definition is here considered to be a generalization and acceptable generalization.
   E. Opinions are not considered to be generalizations unless the specialist also report tested and found to have no exceptions.
   F. Generalizations must have applicability to all places in all times, or be applicab
   G. Generalizations can be either primary, statistical, or functional.
   H. Generalizations must deal with man in a societal orientation, not as an isolated
   I. Generalizations must be applicable to man at the highest level of abstraction rat

3. Sub-Concept: A closer examination of ideas related to the major concept.

4. Behavioral Objective: A statement of intent that describes in performance terms the A statement of intent which describes in performance terms what the learner is to be l learning experience.

5. Enroute Objectives: Those which are encountered in the process of doing assignments data.

6. Terminal Objectives: Those outcomes at the conclusion of a given learning situation

*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 1

## GLOSSARY OF TERMS

way of making meaning of things he has experienced. It is a mental image which assists a person in
d which continually changes as his experiences accumulate. A concept is expressed by a verbal sym-
ontent of the insights and meanings the word evokes in the mind of an individual. A concept is an
the mind of a person used to represent a class or group of things or actions having certain qualities or
is a synthesis of a number of things an individual has experienced and conclusions he has drawn about

applicable statement at the highest level of abstraction relevant to all time or stated times about man,
in a basic human activity. In accord with this definition, the following statements must be made ex-

, or the context in which it appears, shows that the author believes that there are no known exceptions.
is not limited by reference to specific geographic or cultural boundaries.
eneralization is based are not in themselves generalizations.
definition is here considered to be a generalization and can appear only in the context of an otherwise
n.
red to be generalizations unless the specialist also reports that the opinion as a hypothesis has been
no exceptions.
e applicability to all places in all times, or be applicable to all places within a stated period of time.
ither primary, statistical, or functional.
l with man in a societal orientation, not as an isolated individual.
applicable to man at the highest level of abstraction rather than to specific men or communities.*

ination of ideas related to the major concept.

tement of intent that describes in performance terms the desired outcomes of an instructional program.
describes in performance terms what the learner is to be like once he has successfully completed a

hich are encountered in the process of doing assignments such as skills in gathering facts and selecting

outcomes at the conclusion of a given learning situation or course of study.

epts for Social Studies (Syracuse: Syracuse University, 1965).

7. Vehicle: The term topic, that conventionally has been used to designate the subject matter
term vehicle. This has been done to avoid the structure trap of the term topic as it operate
to why and how, e.g., all of the social science disciplines can be used as vehicles by whic
science to levels K-5.

8. Inductive: The teacher will initiate the student's attempt to discover new knowledge by he
that will lead him to a higher level of critical thinking toward major concepts and generali

9. Deductive: Introducing the entire theme and then breaking it down into concepts, sub-con
learner arrives at conclusions by reasoning.

10. Reflective Thinking: The active, careful, persistent examination of any belief or purporte
grounds that support it and the further conclusions toward which it tends.

11. Inquiry Method: A method of teaching whereby a teacher assumes the nondirective role an
answers of well thought-out questions, by asking questions and through research and discov

12. Rationale: A reason or purpose for developing certain motives and objectives through whic
or common goal.

13. Cognitive: A generic term used to indicate all the various aspects of knowing including pe
bering, thinking, and imagining. A cognitive response is usually observable. It can be d
objectives are achieved with this response in teaching. The cognitive mental process incl

    A. Objective-observation and description
    B. Classification
    C. Correspondence
    D. Disjunction-relationship of alternatives
    E. Seriation-arranging in orderly sequence

14. Affective: In the broadest sense, as used in psychology, it refers to the feeling quality of
commonly, the term is used as equivalent to emotion and even more narrowly to refer to th
able signs. The affective response is internal and is difficult to determine or measure. In
and negative states including, for instance, anger and anxiety as well as affection in the

15. Processes: Methods and procedures of achieving a particular task or goal such as modes of
each other.

, that conventionally has been used to designate the subject matter of curriculum, has been replaced by the
een done to avoid the structure trap of the term topic as it operated in the systems of relationship of what
ıll of the social science disciplines can be used as vehicles by which teachers can travel in teaching social

will initiate the student's attempt to discover new knowledge by helping him to select from data information
igher level of critical thinking toward major concepts and generalizations.

the entire theme and then breaking it down into concepts, sub-concepts, and facts. A process by which a
ısions by reasoning.

e active, careful, persistent examination of any belief or purported form of knowledge in the light of the
nd the further conclusions toward which it tends.

hod of teaching whereby a teacher assumes the nondirective role and the student seeks information to the
-out questions, by asking questions and through research and discovery.

purpose for developing certain motives and objectives through which the teacher can reach a specific aim

erm used to indicate all the various aspects of knowing including perception, judgment, reasoning, remem-
imagining. A cognitive response is usually observable. It can be described and it is easy to determine if the
d with this response in teaching. The cognitive mental process includes:

ation and description

ionship of alternatives
ng in orderly sequence

dest sense, as used in psychology, it refers to the feeling quality of experience. More specifically and most
used as equivalent to emotion and even more narrowly to refer to the subjective aspect of emotional observ-
ive response is internal and is difficult to determine or measure. In all usages, the term covers both positive
cluding, for instance, anger and anxiety as well as affection in the sense of love.

d procedures of achieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.

17. Values: The beliefs and ideas which society or an individual esteems and seeks to

18. Perceptual: The awareness of objects or data through the medium of the senses.

19. Precept: A commandment or direction meant as a rule of action or conduct.

20. Empirical: Relying or based solely on experimentation and observation.

21. Disjunctive Thinking: Presenting alternatives regarding a proposition, e.g., eith

eginning of concepts.

and ideas which society or an individual esteems and seeks to achieve.

areness of objects or data through the medium of the senses.

dment or direction meant as a rule of action or conduct.

or based solely on experimentation and observation.

g: Presenting alternatives regarding a proposition, e.g., either all men are free or no man is free.

## USING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING*

"A great deal has been written and spoken recently about 'newer' ways of teaching and learning in has been given to discussing the rationale and assumptions underpinning them. Much effort has bee cies of these as useful ways of classroom teaching and learning. Time and space have even been c really are 'new.' But in spite of all this, the real essence of the 'new way' still remains obscured. cerned—social studies classroom teacher who is daily faced with the practical necessity of actuall yet to be answered: 'What is this new way?' and, even more basic, '*How do I do it*?'

"Answers to these questions, even if they must of necessity be only partial and tentative, are neede teachers have been increasingly urged to use this 'new way' of teaching but have been frustrated re just what it is and how to employ it. Consequently, many have become disillusioned with the idea considerably *less* to it than meets the eye; others merely shrug it off with a curt, 'Oh, it won't wo who feel it won't work—are wont to declare, 'I do this already.' There can be little doubt that th

"This 'newer' way of teaching has been described by a variety of terms. It has been labeled as an a as a strategy. It has been described variously as reflective thinking, problem solving, critical thin discovery—or guided discovery. Yet, essentially these are all the same—they are descriptive of c depending on the particular biases of the user, people engage in learning. They do not describe a some conscious and deliberate, some haphazard and almost automatic, by which one inquires into s all, in actuality, descriptive of the process of *inquiry*."

## THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in order to d may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so on. The c form. It may be a remembered and/or observed experience, either the learner's or that of others; i formation shown on maps, graphs or charts, a picture, an artifact or some bit of written material su or original document. The kind of knowledge developed is useful knowledge—knowledge that solv original question, satisfies a curiosity, demonstrates or validates a concept, or gives some meanin of a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one inquires. B of applying certain past experiences, ideas, biases or interests (referred to variously as a frame of or some other more descriptive term) to selected data in order to complete a particular task. This i steps, by employing a *mode* of inquiry.

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*Barry K. Beyer, *Using Inquiry in the Social Studies—Guidelines for Teaching* (Athens: Ohio Uni

## USING INQUIRY IN THE SOCIAL STUDIES—
## GUIDELINES FOR TEACHING*

spoken recently about 'newer' ways of teaching and learning in social studies. Considerable attention tionale and assumptions underpinning them. Much effort has been expended on the merits and deficien- sroom teaching and learning. Time and space have even been consumed debating whether or not these ll this, the real essence of the 'new way' still remains obscured. For the busy— but intensely con- eacher who is daily faced with the practical necessity of actually teaching, two crucial questions remain new way?' and, even more basic, 'How do I do it?'

if they must of necessity be only partial and tentative, are needed and needed now. Social studies rged to use this 'new way' of teaching but have been frustrated repeatedly in their efforts to discover it. Consequently, many have become disillusioned with the idea to the point where they feel there is the eye; others merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those to declare, 'I do this already.' There can be little doubt that this situation needs some clarification.

been described by a variety of terms. It has been labeled as an approach, a method and, more frequently, ed variously as reflective thinking, problem solving, critical thinking inquiry, inductive thinking and Yet, essentially these are all the same—they are descriptive of a process by which, with slight variations s of the user, people engage in learning. They do not describe a single act but a whole series of acts, me haphazard and almost automatic, by which one inquires into something for some purpose. They are he process of inquiry."

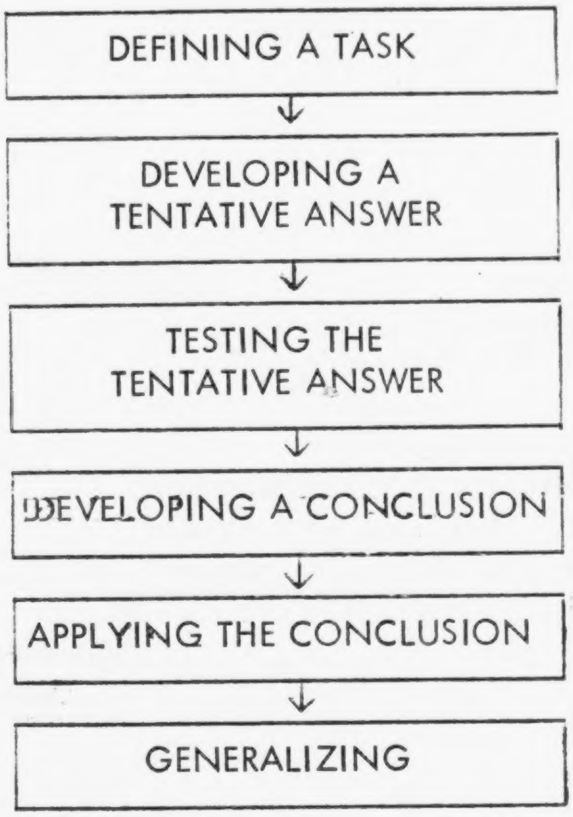
## THE PROCESS OF INQUIRY

for oneself. It is the application of purpose to data in order to develop useful knowledge. The purpose er a question, satisfy a curiosity, apply a concept or so on. The data may be any information in any nd/or observed experience, either the learner's or that of others; it may be in the form of statistical in- or charts, a picture, an artifact or some bit of written material such as a textbook, newspaper article of knowledge developed is useful knowledge—knowledge that solves the initiatory problem, answers the osity, demonstrates or validates a concept, or gives some meaning to experience. It could be in the form on, skill or attitude.

er, does not tell just precisely what happens when one inquires. Basically, the process of inquiry consists nces, ideas, biases or interests (referred to variously as a frame of reference, set of analytical concepts erm) to selected data in order to complete a particular task. This is done by following certain sequential quiry.

n the Social Studies—Guidelines for Teaching (Athens: Ohio University, 1968). pp. 6-8.

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously doe



The method, or mode, of inquiry is not a single act but a s
analytical—deliberate, step-by-step-thinking and intuiti
clusions.' It includes inductive reasoning, moving from th
from the general to the supporting specifics. It usually sta
dition and moves at varying rates of speed to some sort of

Describing precisely how one inquires is a task not lightly
anyone can speak with finality on this. Nevertheless, ce
at least, to represent the major stages of this process. Fa
teaching strategy that will facilitate this way of learning
associated with it.

This process is obviously much more complex than this dia
three types of mental operations repeated over and over a
ing this hypothesis, and drawing conclusions (generalizin
process there is one ever present factor—the use of data.
in the development of learning experiences based on and

It should be remembered, however, that inquiry is only on
We learn by a variety of processes each of which is best s
imitation. Sometimes memorization is the quickest way t
or a combination for a lock or a list of dates. On the oth
be learned best by individual inquiry instead of deliberat
just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry meth
programmer, resource person, process observer, process commentator, and adjuster.)

hat the learner consciously or unconsciously does, as follows:

d, or mode, of inquiry is not a single act but a series of complicated, related acts. It involves both
—deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to con-
It includes inductive reasoning, moving from the specific to the general, and deduction—moving
eneral to the supporting specifics. It usually starts with a question or problem or some unsettled con-
moves at varying rates of speed to some sort of a resolution.

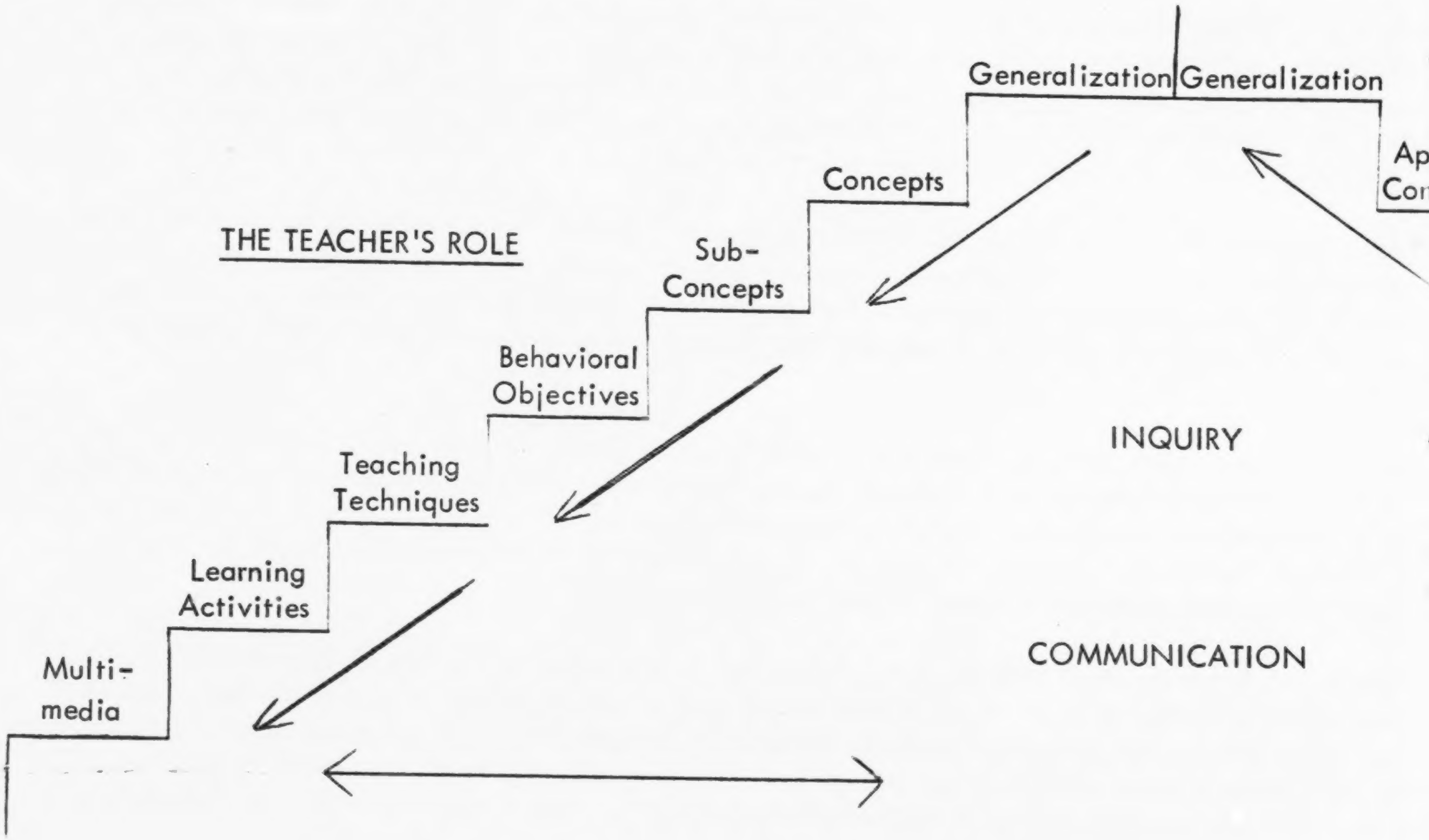
precisely how one inquires is a task not lightly undertaken. Much research remains to be done before
n speak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present
o represent the major stages of this process. Familiarity with these stages will enable one to build a
trategy that will facilitate this way of learning and the use and development of the intellectual skills
with it.

ss is obviously much more complex than this diagram would suggest. In essence, however, it involves
s of mental operations repeated over and over again—developing a hypothesis or tentative answer, test-
ypothesis, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the
ere is one ever present factor—the use of data. Consideration of these factors must be of prime concern
velopment of learning experiences based on and fostering inquiry.

be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way.
by a variety of processes each of which is best suited to different purposes. At times we learn best by
. Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance,
ination for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can
d best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to
ones goes about it."

um design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer,
bserver, process commentator, and adjuster.)

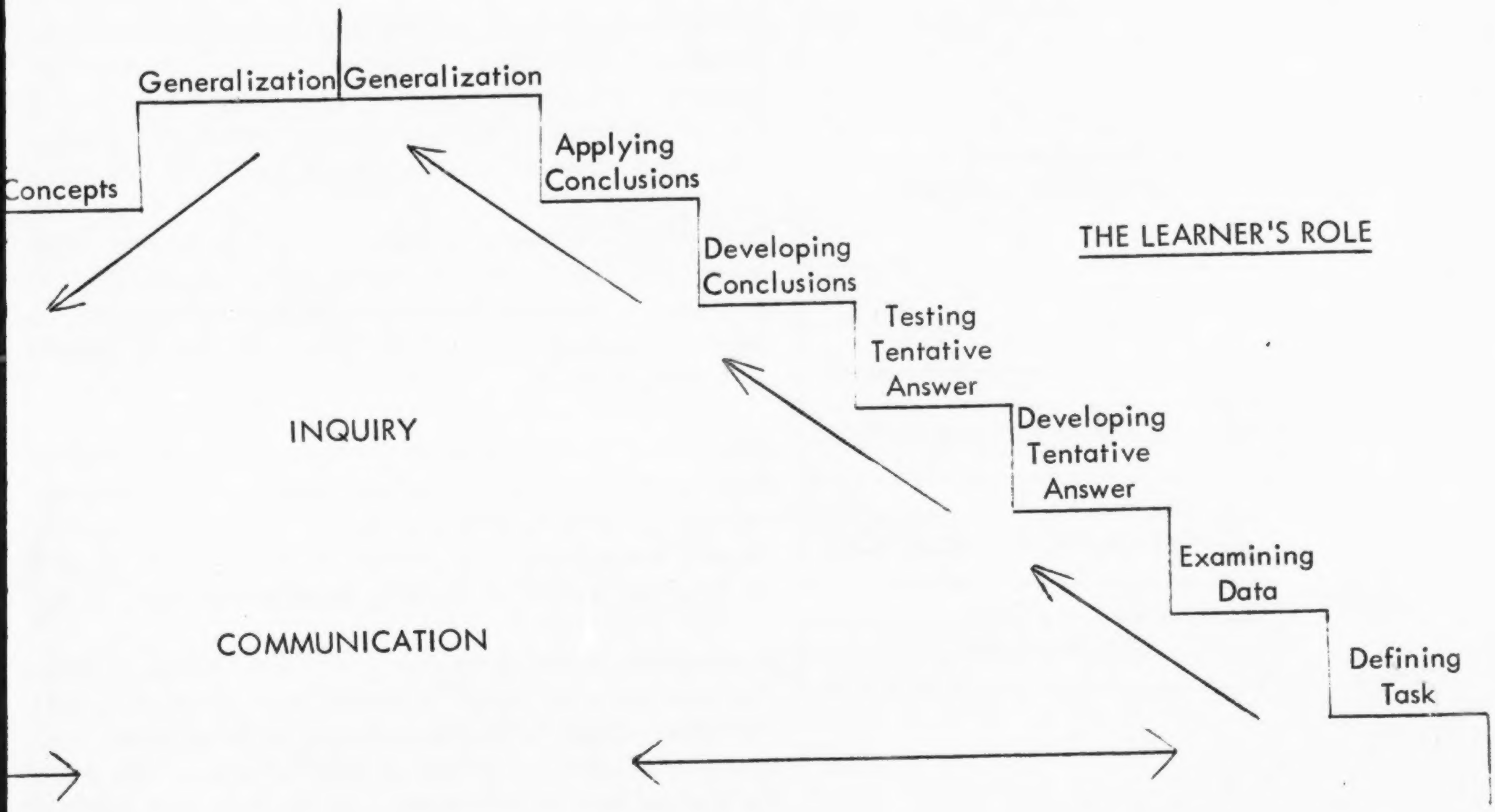
## THE TEACHING-LEARNING PROCES


Generalization
Generalization
Ap
Cor
Concepts
THE TEACHER'S ROLE
Sub-
Concepts
Behavioral
Objectives
INQUIRY
Teaching
Techniques
Learning
Activities
COMMUNICATION
Multi-
media

Teachers should be aware that using the conceptual approach and discovery-inquiry m
their students. Concepts, skills, and data now come into play as interrelated items o
teachers plan teaching units in which they make use of the generalizations, concepts,
defined in this guide.

The discovery-inquiry method is recommended for student learning activities in whic
meaning as they work with the data available in many forms of multimedia material.
as progressive steps in the discovery-inquiry method.

## THE TEACHING-LEARNING PROCESS


Generalization
Generalization
Concepts
Applying Conclusions
Developing Conclusions
Testing Tentative Answer
Developing Tentative Answer
Examining Data
Defining Task
THE LEARNER'S ROLE
INQUIRY
COMMUNICATION

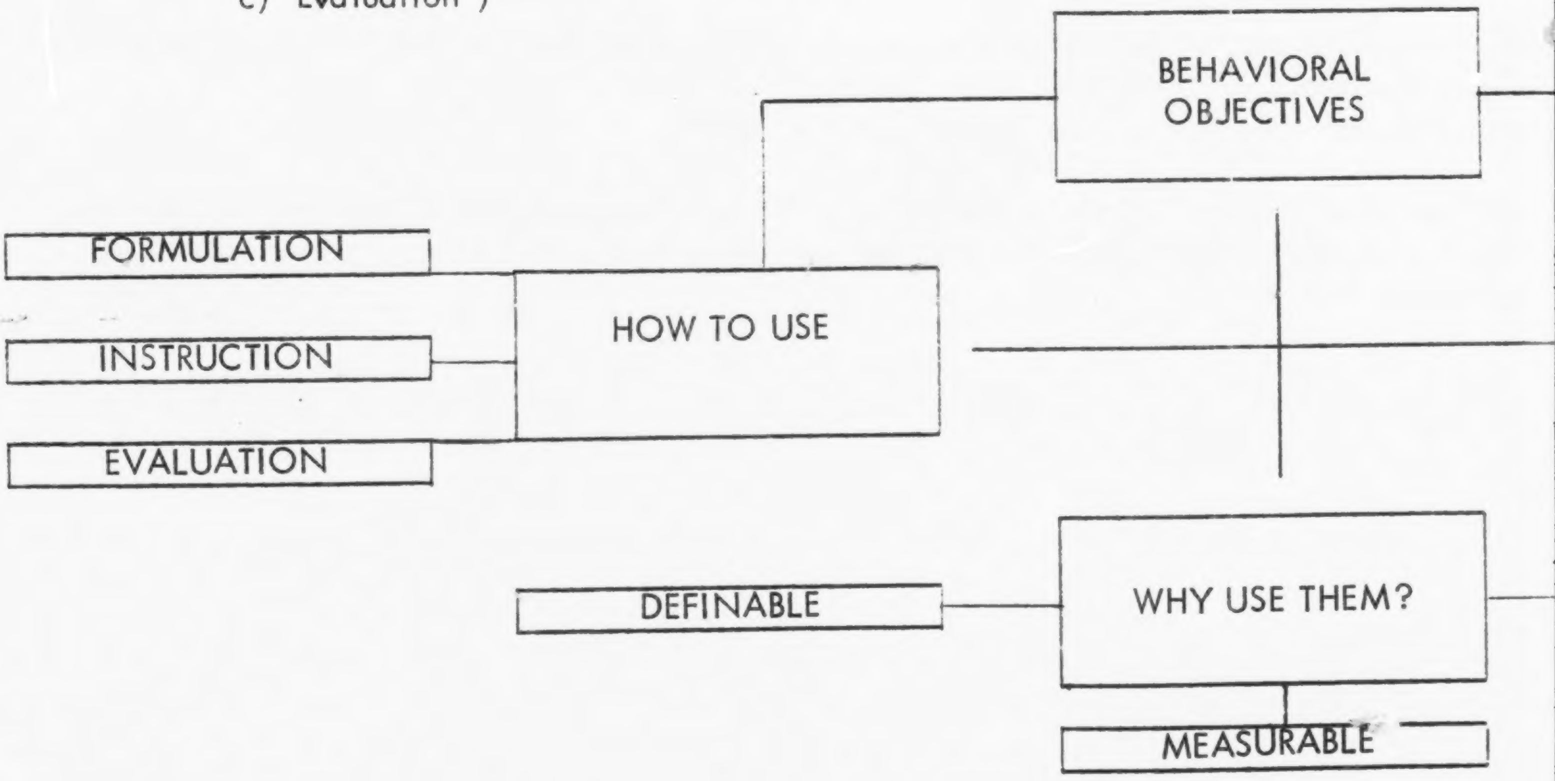
conceptual approach and discovery-inquiry method to instruction poses a new role for them and ata now come into play as interrelated items of central concern and control. It is suggested that ey make use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and

mended for student learning activities in which they will develop skills and acquire facts and ilable in many forms of multimedia material. Skill development levels through inquiry are seen quiry method.

## BEHAVIORAL OBJECTIVES

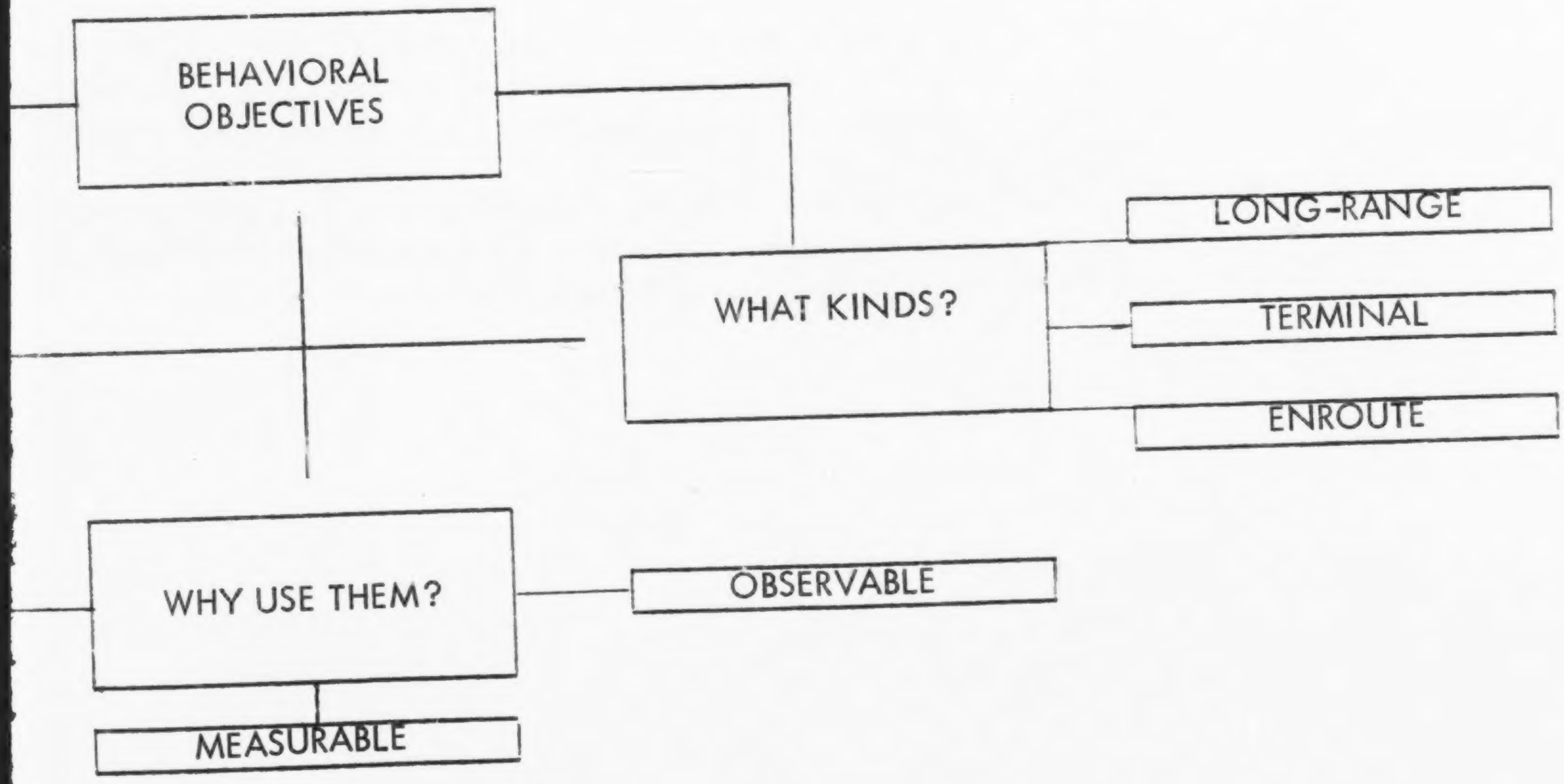
Behavioral objectives deserve an important place in the repertoire of those who teach th
Consider the following questions:

1. Why use behavioral objectives?
   a) Definable )
   b) Observable )-- Learner Behavior
   c) Measurable )
2. What are the kinds of behavioral objectives?
   a) Long-range)
   b) Terminal )-- Response/Product
   c) Enroute )
3. How does the teacher use them?
   a) Formulation)
   b) Instruction )-- Sequential Design
   c) Evaluation )


BEHAVIORAL OBJECTIVES
FORMULATION
HOW TO USE
INSTRUCTION
EVALUATION
DEFINABLE
WHY USE THEM?
MEASURABLE

## BEHAVIORAL OBJECTIVES

ne repertoire of those who teach the new social sciences.


BEHAVIORAL OBJECTIVES
WHAT KINDS?
LONG-RANGE
TERMINAL
ENROUTE
WHY USE THEM?
OBSERVABLE
MEASURABLE

## LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for mec
sequences of alternate actions available to him. The student develops the ability to use scie
solving tools.

   A. The student must select a topic or problem from a given body of conceptual material anc
   form.
   B. He must then pose an answerable question that is not too general (e.g., What is the fu
   (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
   C. He then must formulate a written hypothesis or set of hypotheses in relation to the questi

2. The student develops the ability to locate, identify, relate, and use empirical data drawn fr
concepts, generalization) in the process of social inquiry and problem-solving.

   A. Given a problem or question, the student must list and defend verbally or in written for
   equivalent, that offer material proving or disproving his hypothesis to his question.
   B. This material must be periscoped into a brief and articulate written summary by the stud

3. The student must exhibit the ability to participate in open and respectful discussion of his pr
through the presentation of his question, the formulation of his hypothesis, and the developn
reacts with a critical analysis of the presentation.

## LONG-RANGE OBJECTIVES

olutions to the problem but proceeds to search for meaning in the problem and explores the con-
e to him. The student develops the ability to use scientific and democratic processes as problem-

problem from a given body of conceptual material and defend his interests verbally or in written

uestion that is not too general (e.g., What is the function of government?) nor too specific,
nvene?) that offers a rewardable in-depth study.
ypothesis or set of hypotheses in relation to the question asked.

ate, identify, relate, and use empirical data drawn from social and behavioral sciences (facts,
ss of social inquiry and problem-solving.

student must list and defend verbally or in written form a minimum of four references, or their
oving or disproving his hypothesis to his question.
nto a brief and articulate written summary by the student.

participate in open and respectful discussion of his premise in a seminar meeting. He does this
n, the formulation of his hypothesis, and the development of a conclusion. His group in turn
resentation.

GUIDE FORMAT

|  |  |  |  |  |
|---|---|---|---|---|
| A | GENERALIZATIONS | CONCEPTS | SUB-CONCEPTS |  |

MODEL FORMAT

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| B | GENERALIZATION | CONCEPTS | SUB-CONCEPTS | BEHAVIORAL OBJECTIVES | SUG<br>TEA<br>TECH |

The main body of this guide is designed in a five column (A) arrangement that is intendec
a teacher would perceive the process of its utilization. In the guide format, suggested t
are purposely omitted to allow the teacher to exercise his instructional individuality in c
and preferences. For explicit examples of how teaching techniques and learning activiti
models have been provided.

Essentially, this guide is one that is developmental--constantly, continually, and ultima
in-service training, implementation, application, and evaluation. This feature is seen c
involved in the developmental process. This has made the guide part of their own creati

## GUIDE FORMAT

| CEPTS | SUB-CONCEPTS | BEHAVIORAL OBJECTIVES | SUGGESTED MULTI-MEDIA |
|---|---|---|---|

## MODEL FORMAT

| B-CONCEPTS | BEHAVIORAL OBJECTIVES | SUGGESTED TEACHING TECHNIQUES | SUGGESTED LEARNING ACTIVITIES | SUGGESTED MULTI-MEDIA |
|---|---|---|---|---|

in a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way
its utilization. In the guide format, suggested teaching techniques and suggested learning activities
her to exercise his instructional individuality in developing these areas to fit his own particular needs
of how teaching techniques and learning activities are developed for instructional purposes, teaching

elopmental--constantly, continually, and ultimately--drawing on the Clark County School District's
plication, and evaluation. This feature is seen as having merit in that teachers, have been personally
This has made the guide part of their own creative efforts thus stimulating more effective teaching.

## GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIA

Teaching social science through the use of major concepts involves an almost inherent contact with ge
structure of teaching and learning units. Therefore, it should be made clear that the generalizations
a few examples of how they may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are included as being
dures and are listed under the various disciplines to which they are most closely related.

History:

1. "Continuous and Unrelenting Change Has Been a Universal Condition
and Recorded Time." [1]

2. "History Makes Man Aware of the Possible Rather Than the Probable,
natives Concerning the Time in Which He Lives. History Offers No
Upon Which to Base Such Decisions." [2]

3. "Ideally, the Past Should Be Understood on Its Own Terms. Historical
Standards, Values, Attitudes, and Beliefs That Were Dominant Durin
Than Evaluated Exclusively by Twentieth-Century Standards." [3]

4. "Rarely Can Complex Historical Events Be Explained in Terms of a Sim
ship. Rather, a Study of the Past Indicates That Multiple-Causation

5. "The Record of the Past Is Irremediably Fragmentary, Selective, and B
'Facts' Varies With the Individual Who Studies Them, and Each Gen
Terms of Its Own Needs, Aspirations, and Point of View." [5]

Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single Physical Fa
the Interplay of a Number of Phenomena, Both Physical and Cultural.

2. "The Evolution of Mankind from Isolated, Self-Sufficient Communities
Trade, Migration, Diffusion of Ideas and Practices, and Greater Imp

3. "Each Culture Tends to View Its Physical Habitat Differently. A Soci
Level of Technology Determine Which Elements of the Land Are Priz

4. "Every Region Is an Area Homogeneous in Terms of Specific Criteria C
Delimitation Is Always Based on an Intellectual Judgment." [9]

## RALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

of major concepts involves an almost inherent contact with generalizations. They are closely related to any Therefore, it should be made clear that the generalizations listed in this guide are recognized as being only in lesson planning by the teacher.

be cognized by the researcher. These are included as being essential to structures built for teaching proce- sciplines to which they are most closely related.

ous and Unrelenting Change Has Been a Universal Condition of Human Society Throughout Both Remembered orded Time."[1]

Makes Man Aware of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter- Concerning the Time in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However, hich to Base Such Decisions."[2]

, the Past Should Be Understood on Its Own Terms. Historical Events Should Be Examined in Light of the rds, Values, Attitudes, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather valuated Exclusively by Twentieth-Century Standards."[3]

Can Complex Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation- Rather, a Study of the Past Indicates That Multiple-Causation Is the Dominant Pattern."[4]

cord of the Past Is Irremediably Fragmentary, Selective, and Biased. The Significance of Available Historical Varies With the Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in of Its Own Needs, Aspirations, and Point of View."[5]

Use of the Land Is Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by erplay of a Number of Phenomena, Both Physical and Cultural."[6]

volution of Mankind from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More Migration, Diffusion of Ideas and Practices, and Greater Importance of Relative Location or Situation."[7]

Culture Tends to View Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and of Technology Determine Which Elements of the Land Are Prized and Utilized."[8]

Region Is an Area Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This itation Is Always Based on an Intellectual Judgment."[9]

5. "The Character of a Place Is the Product of the Past as Well as an Inte

Economics:

1. "Every Society Has Some Kind of Economic System. This Pattern of A
and Use of Goods and Services and Reflects the Values and Objectiv

2. "All Economic Systems Are Confronted by the Problem of Relative Sca

3. "Economic Conditions and Systems Change Over a Period of Time." [1

4. "Every Economic System Possesses Regularities Which Make Certain Fo

5. "In a Modern, Complex Economic System, Individuals Are Dependent
Needs and Wants." [15]

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups. He May Belon
Differentiated by Its Structure." [16]

2. "A Society Exists in the Minds of Its Members and Occurs Only When
Those Members. The Mere Grouping or Aggregating of People Does

3. "Man Is a Flexible, Becoming Creature. Through the Socialization Pr
in a Variety of Societies." [18]

4. "The Interdependence of Groups in a Complex Contemporary Society
gether." [19]

5. "Every Group Is a Complex of Roles. Group Members Perform Given
pectations Associated with Those Roles. As a Member of Various Gr
Roles During a Particular Period In His Life and at Various Stages in

Political Science:

1. "As a minimum condition for its existence a society establishes authori
are binding on all the people, provide for the resolution of dissent,

e Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence." [10]

Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution,
ervices and Reflects the Values and Objectives of the Particular Society." [11]

re Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources." [12]

d Systems Change Over a Period of Time." [13]

Possesses Regularities Which Make Certain Forms of Prediction Possible." [14]

Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their

Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be
ructure." [16]

Minds of Its Members and Occurs Only When There Is Communication or Interaction Among
ere Grouping or Aggregating of People Does Not Produce a Society." [17]

oming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving
es." [18]

f Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

plex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Ex-
with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different
lar Period In His Life and at Various Stages in His Development and Maturation." [20]

n for its existence a society establishes authoritative institutions that can make decisions which
people, provide for the resolution of dissent, and effectively enforce basic rules." [21]

2. "The nature of a given society's political system and the nature of its pc fundamental system of values to which the society adheres." 22

3. "Political ideals, values, attitudes, and institutions develop and chang

4. "In every society, individuals and groups disagree over some societal gc achieved, and over the enforcement of standards of behavior." 24

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs. It larg ceives as he adapts to his world." 25

2. "Every cultural system is an interconnected series of ideas and patterns generally lead to changes in other segments of the system." 26

3. "Every human cultural system is logical and coherent in its own terms, available to the given community." 27

4. "The customs and beliefs of peoples are often made more understandabl relations among types of individual and group statuses and roles in soc

5. "The customs and beliefs of peoples are often made more understandabl logical and cultural perspective." 29

6. "Analysis of the implications (or 'functions') of cultural behavior must intentions of the people involved; but analysis must also be made of th (called 'latent functions') of particular acts and beliefs." 30

7. "Study of practically any behaviors and beliefs among primitive people to understanding our own complex culture, for it appears that humans response to the same fundamental human problems." 31

8. "Explanation of human behavior is essentially one-sided and incomplet cultural, social, and psychological characteristics is taken into accou biophysical environment." 32

given society's political system and the nature of its political behavior are closely related to the tem of values to which the society adheres."[22]

, values, attitudes, and institutions develop and change over time."[23]

y, individuals and groups disagree over some societal goals and directions, over how aims will be over the enforcement of standards of behavior."[24]

al lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and per- dapts to his world."[25]

system is an interconnected series of ideas and patterns for behavior in which changes in one aspect to changes in other segments of the system."[26]

ultural system is logical and coherent in its own terms, given the basic assumptions and knowledge he given community."[27]

nd beliefs of peoples are often made more understandable by studying them in terms of the social inter- g types of individual and group statuses and roles in social action."[28]

nd beliefs of peoples are often made more understandable if we examine them from a combined psycho- ltural perspective."[29]

e implications (or 'functions') of cultural behavior must take into account the explicit beliefs and he people involved; but analysis must also be made of the unnoticed, unintended, further consequences t functions') of particular acts and beliefs."[30]

ically any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance ng our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in e same fundamental human problems."[31]

f human behavior is essentially one-sided and incomplete unless information about man's biological, al, and psychological characteristics is taken into account, together with information about man's nvironment."[32]

9. "Although the peoples of the world may be roughly (and arbitrarily) divided into diffe
based on physical characteristics, there are no pure races, and probably never have b
of individuals who are intermediate in racial characteristics, so that no sharp 'bounda
the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." 33

10. "There is no undisputed evidence of significant differences in ability or intelligence
the world." 34

11. "Contrary to beliefs still widely held, individuals who are the products of racial 'mix
quently superior to their 'pure-blooded' parents in strength, stature, and other charac
'hybrid vigor' is well known among many species of 'lower' animals and plants as wel

12. "Anthropologists (and other scientists) have discovered no human biological characte
experiences and environmental conditions. Conversely, no human characteristics of
as unaffected by genetically inherited biological factors." 36

13. "Practically all the significant differences in behavior among human populations (inc
intelligence, and other psychological characteristics) are understandable as learned
biologically inherited characteristics." 37

f the world may be roughly (and arbitrarily) divided into different 'races,' or major groups,
cteristics, there are no pure races, and probably never have been. There are large numbers
ntermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating
oid,' and 'Mongoloid' peoples." [33]

evidence of significant differences in ability or intelligence among major racial groupings of

l widely held, individuals who are the products of racial 'mixing,' or interbreeding, are fre-
r 'pure-blooded' parents in strength, stature, and other characteristics. This phenomenon of
nown among many species of 'lower' animals and plants as well." [35]

ther scientists) have discovered no human biological characteristics that are unaffected by life
nmental conditions. Conversely, no human characteristics of thought or action can be regarded
ically inherited biological factors." [36]

nificant differences in behavior among human populations (including expression of attitudes,
r psychological characteristics) are understandable as learned cultural patterns rather than
characteristics." [37]

# FOOTNOTES

[1] Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

[2] Ibid., p. 110.

[3] Ibid., p. 120.

[4] Ibid., p. 131.

[5] Ibid., p. 139.

[6] Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

[7] Ibid., p. 86.

[8] Ibid., p. 92.

[9] Ibid., p. 98.

[10] Ibid., p. 105.

[11] Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

[12] Ibid., p. 115.

[13] Ibid., p. 129.

[14] Ibid., p. 142.

[15] Ibid., p. 155.

[16] Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

[17] Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

[18] Ibid., p. 79.

[19] Ibid., p. 86.

[20] Ibid., p. 93.

[21] Francis J. Sorauf, Political Science: An Informal Overview (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

[22] Ibid., p. 91.

[23] Ibid., p. 97.

[24] Ibid., p. 105.

[25] Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

[26] Ibid., p. 70.

[27] Ibid., p. 71.

[28] Ibid., p. 73.

[29] Ibid., p. 74.

[30] Ibid.

[31] Ibid., p. 75.

[32] Ibid.

[33] Ibid., p. 76.

[34] Pertti J. Pelto, *The Study of Anthropology* (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

[35] Ibid.

[36] Ibid.

[37] Ibid.

## MAJOR SOCIAL SCIENCE CONCEPT
## DESCRIPTIONS OF CONCEPTS*

A. Substantive: Concepts that deal with recall on recognition of ideas from phenomena

1. Sovereignty of the Nation-State in the Community of Nations:
Contrary to popular belief that nations are as old as recorded history, the natio
since the sixteenth century. Having gone through periods of steady developme
are now going through a period of giving-way of sovereignty to a role of interde
take certain actions without consideration of the wishes of other states.

2. Conflict--Its Origin, Expression, and Resolution:
Conflict is characteristic of the growth and development of individuals and of c
to respond to conflicting forces.

3. The Industrialization-Urbanization Syndrome:
If one were to attempt a description of the most important social trends in the w
development and the movement of populations to the cities would be an intelle

4. Secularization:
Early man attributed all his blessings, travails, and disasters to the gods. By th
supreme in all the affairs of men. The development of the nation-state, new ci
oriented pattern of basic values and beliefs.

5. Compromise and Adjustment:
Compromise and adjustment are the keys to successfully facing political, econo
faces the need to compromise and adjust to his physical as well as to his social s

6. Comparative Advantage:
Students should understand this concept in order to appreciate the need for long
conflicts of any nature arise, there often comes a time when advantages must be
total conformity by an opposing force. Without an understanding of this concep
no one ever does achieve "total victory."

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* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse Univers

## MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS*

ecall on recognition of ideas from phenomena within the social sciences.

the Community of Nations:
ions are as old as recorded history, the nation-state, nationalism, and sovereignty have emerged
ng gone through periods of steady development, they reached a peak in the twentieth century and
giving-way of sovereignty to a role of interdependence in which states feel they must not under-
deration of the wishes of other states.

and Resolution:
owth and development of individuals and of civilization as a whole. Society is constantly pressured

Syndrome:
on of the most important social trends in the world today, the inclusion of the quest for industrial
populations to the cities would be an intellectual mandate.

ngs, travails, and disasters to the gods. By the Middle Ages the universal church was considered
The development of the nation-state, new cities, and industries changed all that to a more secular
nd beliefs.

e keys to successfully facing political, economic, social, and religious change and conflict. Man
adjust to his physical as well as to his social surroundings.

oncept in order to appreciate the need for long-range consideration of goals and methods. When
re often comes a time when advantages must be weighed because of the impossibility of assuring
orce. Without an understanding of this concept, a citizen is ill-equipped to face a world in which
victory."

---

for Social Studies (Syracuse: Syracuse University, 1965).

## CONCEPTS (con't)

7. Power:
Power is a relationship by which one individual or group can take action that aff
as both a goal and an instrument for achieving that goal. No student can fulfill
the procedure of a democracy without being aware of this concept.

8. Morality and Choice:
Any student who proposes to go through life having all decisions made for him is
To be more than a robot or a nonhuman animal, the citizen must deliberate upon
effecting these decisions. Moreover, he must abide by his choices once they hav

9. Scarcity:
This concept refers to the fact that there is a limit to any nation's economic poten
most of its potential. Scarcity is a reference both to physical limitations and to
of a society.

10. Input and Output:
Input refers to those productive resources furnished by persons in producing a proc
(goods and services) produced for sale during a period of time, measured accordi
The student should expect that his reward in terms of consumption will be based la

11. Savings:
This concept is concerned with the effects of claims (savings) on the American ec
corporation, individual, or government is someone else's savings and the relations
instability of a system is important to any discussion of inflation or recession. Stu
of saving by one unit to the claims on another unit,if they are to intelligently par
productive adults.

12. The Modified Market Economy:
Students should understand the free private function of the entrepreneur, the grow
source of capital (loans and grants), and the effect of this increasing role of the g
enterprise market economy. Included should be an understanding of the position
of price, cost, monopoly, competition, supply, and demand.

## CONCEPTS (con't)

individual or group can take action that affects the behavior of another. It must be seen
achieving that goal. No student can fulfill his potential role as a citizen participating in
ut being aware of this concept.

ugh life having all decisions made for him is an ideal future citizen for a totalitarian state.
an animal, the citizen must deliberate upon decisions and participate in both making and
r, he must abide by his choices once they have been made.

here is a limit to any nation's economic potential and that a successful nation ought to get the
reference both to physical limitations and to limitations relative to the wants of the people

urces furnished by persons in producing a product. Output means all the products
ale during a period of time, measured according to how much money is paid for these by buyers.
eward in terms of consumption will be based largely on his value as a producer.

effects of claims (savings) on the American economy and the rest of the world. The debt of a
nent is someone else's savings and the relationship of this situation to the stability or
o any discussion of inflation or recession. Students must be cognizant of the relationships
on another unit, if they are to intelligently participate in maintaining economic stability as

private function of the entrepreneur, the growing rate of government as a market and as a
, and the effect of this increasing role of the government in modifying the free private
ed should be an understanding of the position of producer and consumer and the functions
tion, supply, and demand.

(con't)
It is important for students to comprehend and weigh the values of freedom of economi
limitations of these freedoms that justify themselves by professing to strengthen and sup

13. Habitat and Its Significance:
Without interference of man, ecosystems are produced by areal associations of intercon
involves five groups of physical and biotic processes: (1) surface features, (2) climat
Habitat provides the natural surrounding of man's occupancy of the earth. It is of the
concept regarding the significance of man to the features of habitat. The student shou
and his culture are determined by physical surroundings and that he cannot alter it.

14. Culture:
Culture refers to a way of living that any society develops to meet its fundamental nee
the ordering of social organizations; learned modes of behavior, knowledge, beliefs; a
human association. Culture then is man's contribution to his environment. An unders
in a sea of culture from birth to death, may help many young people to appreciate the
themselves as individuals.

15. Institution:
This is an organized way of doing something. It is a formal, recognized, established,
social activity. Institutions have been described as complex clusters of cultural meani
by a high degree of organization and permanence and revolving about at least one ma
our society is in some manner directed in his activities by our institutions, it is import
how they affect us.

16. Social Control:
This concept deals with the mechanisms by which society exercises its dominance over
to its norms. Included as mechanisms are taboos, mores, customs, and laws. Students
social controls at all levels of society.

CONCEPTS (con't)

and weigh the values of freedom of economics and social action against modifications or
themselves by professing to strengthen and support the remaining freedoms.

are produced by areal associations of interconnected physical and biotic processes. It
ic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils.
of man's occupancy of the earth. It is of the utmost importance then to develop a valid
n to the features of habitat. The student should not go out in life believing all his actions
al surroundings and that he cannot alter it.

y society develops to meet its fundamental needs for survival; perpetuation of the species;
rned modes of behavior, knowledge, beliefs; and all other activities that are developed in
's contribution to his environment. An understanding of each individual as a part, immersed
nay help many young people to appreciate the relationship of the society around them to

hing. It is a formal, recognized, established, and stabilized way of pursuing some major
described as complex clusters of cultural meanings, norms, values, and behavior characterized
ermanence and revolving about at least one major human need. Because every individual in
n his activities by our institutions, it is important to learn how they become established and

by which society exercises its dominance over component individuals and enforces conformity
re taboos, mores, customs, and laws. Students should be aware of the need and existence of

## CONCEPTS (con't)

17. Social Change:
Change is a neutral process. It may be progress or decline, depending on the
change at a more rapid rate than do other societies. There is probably no one
responsible for all social change in all societies. Contact between cultures o
goods with a culture often results in a modification of knowledge, attitudes, a

18. Interaction:
Within a given social system, the interaction of individuals and groups follows
can be found in all social systems. Two general types of interaction - competi
specific forms of interaction. The basis of all human interaction is found in so
a part of a total conceptual picture that includes culture, society, social cont

B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

1. Dignity of Man:
Dignity is defined as worth or merit. Human dignity should imply to every cit
worth that exists because the individual exists, and not because of his achieve
would respect the dignity of all other men.

2. Empathy:
The *Dictionary of Social Sciences* defines empathy as the ability to understand
own experience and behavior. Empathy has been referred to as "putting one's

3. Loyalty:
Loyalty is the willing devotion of an individual to a cause greater than himsel
process. In the development of the concept of loyalty, one is as concerned w
processes and ideas as he is to individuals or states. Process refers to those wh
cultural values of a given society.

4. Government by Consent of the Governed:
Government is the creation of man to secure the rights of the individual to sa
Whenever government fails to secure these rights, the people may alter it to
will.

## CONCEPTS (con't)

ss. It may be progress or decline, depending on the perspective of the observer. Some societies
te than do other societies. There is probably no one factor or consistent set of factors that is
change in all societies. Contact between cultures or the interactions of new ideas or material
n results in a modification of knowledge, attitudes, and skills of the people.

tem, the interaction of individuals and groups follows certain common types or forms. These forms
l systems. Two general types of interaction - competition and cooperation - include all the more
ion. The basis of all human interaction is found in social systems. This specific concept becomes
ual picture that includes culture, society, social control, and social change.

h questions of attitude, beliefs, and principles.

rth or merit. Human dignity should imply to every citizen the worth of all individuals. This is
the individual exists, and not because of his achievements. It can be expected that most men
y of all other men.

l Sciences defines empathy as the ability to understand others through being able to call out in one's
avior. Empathy has been referred to as "putting one's self in the other man's shoes."

evotion of an individual to a cause greater than himself, as represented by an institution, idea, or
oment of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to
e is to individuals or states. Process refers to those who are employed to achieve as ends the other
en society.

r of the Governed:
tion of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
ails to secure these rights, the people may alter it to make it a more effective instrument of their

## CONCEPTS (con't)

5. Freedom and Equality:
Freedom refers to the relative absence of perceived external restraints on individua
has come to mean equality before law, equal access to suffrage, and equality of op
may mean chaos and equality may become the tyranny of the majority.

C. Method: Concepts that deal with techniques, skills, and aspects used in obtaining inform
concepts that cross the lines of all the social science disciplines.

1. Historical Method and Point of View:
Historical method is recognizing and dealing with evidence, epistemology, thesis,
facts, evaluation of facts, interpretation, chronology, and causal relationships.

2. The Geographical Approach:
Geography is the field of learning that undertakes to develop concepts based on th
attention is focused on the areal association of things and events of unlike origin a
and events that are thus associated. The distinctive purpose of geographic study is
action of things and events related to unlike processes that are associated with par
has examined the interaction between man and his habitat. Equally significant are
diverse cultural processes or among physical and biotic phenomena. Geography se
sequences of differences from place to place on the earth.

3. Causation:
In the teaching of the causation concept, we aim to develop a method of thinking
effects around us. Causation, as an aspect of method, should be integrated with t

D. Techniques and Aspects of Method: These eight techniques of skills and/or behavior are
are envisioned as inevitable skills coming into focus
approaches are utilized.

1. Observation, Classification, and Measurement
2. Analysis and Synthesis
3. Questions and Answers
4. Objectivity
5. Skeptic
6. Interpre
7. Evaluat
8. Evidenc

CONCEPTS (con't)

perceived external restraints on individual behavior. In the western world, equality
ual access to suffrage, and equality of opportunity. Taken to extremes, freedom
the tyranny of the majority.

kills, and aspects used in obtaining information. They are broader methodological
social science disciplines.

ling with evidence, epistemology, thesis, hypothesis, point of view, selection of
, chronology, and causal relationships.

ndertakes to develop concepts based on the chronological principle. In this field,
ion of things and events of unlike origin and on the interconnections among things
distinctive purpose of geographic study is to develop concepts regarding the inter-
like processes that are associated with particular areas. Traditionally, geography
n and his habitat. Equally significant are the studies of the interaction among
cal and biotic phenomena. Geography seeks understanding of the causes and con-
ace on the earth.

, we aim to develop a method of thinking as well as understanding of causes and
ect of method, should be integrated with the substance of several disciplines.

t techniques of skills and/or behavior are not identified as concepts as such. They
oned as inevitable skills coming into focus as inquiry methods and conceptual
s are utilized.

easurement

5. Skepticism

6. Interpretation

7. Evaluation

8. Evidence

## CLARK COUNTY SCHOOL DISTRICT
## SOCIAL SCIENCE MULTI-MEDIA SELECTION COMM

### AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the social sci
guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on crit
social science disciplines, and the use of multimedia. Since we accept the product of their effort
traditional textbook oriented teacher exposition method, we feel it behooves us to make an equall
lect media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the develop
guideline the generalizations and concepts set down by the curriculum committee in their curricul

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desire, w
new approach in the social sciences. To facilitate this, we will present the concepts and genera
tatives and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their representati
the traditional media and vow to join with our colleagues from other parts of the country to assist
media.

The following list of multimedia is presented as a total package. Teachers are to be aware that w
selected for use from any or all of the various disciplines. Teachers and principals should jointly

The areas of breakdown within the package are self-explanatory. Such areas as films, filmstrips,
Several new definitions are presented in relationship to textbook materials. The following are th

Standard Focal Reference Guides are materials usually compiled in a single volume that give a b
materials are not limited to a single concept. They represent a basis of sophistication from which
on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an area

Although the committee did review numerous ITV programs, none were recommended. It was the
station produce local programs that would better correlate with the new social science program i
tise is available for this.

## CLARK COUNTY SCHOOL DISTRICT
## L SCIENCE MULTI-MEDIA SELECTION COMMITTEE

### AIMS AND OBJECTIVES

County Curriculum Task Force for the social sciences as published in their curriculum guide. These
discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the
ia. Since we accept the product of their efforts and recognize it as a radical departure from the
thod, we feel it behooves us to make an equally radical departure in establishing guidelines to se-

those materials designed to enhance the development of the aforementioned program using as our
n by the curriculum committee in their curriculum guide.

meet our needs to the extent that we desire, we will select those materials most applicable to this
this, we will present the concepts and generalizations to the various companies and their represen-
conceptual areas.

npanies, directly and through their representatives, the measure of impatience that we harbor with
lleagues from other parts of the country to assist publishers in finding new directions in social science

total package. Teachers are to be aware that with an interdisciplinary approach, materials can be
iplines. Teachers and principals should jointly make this decision, if possible.

lf-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature.
hip to textbook materials. The following are these definitions:

ually compiled in a single volume that give a broad view of the mainstreams of social science. These
ey represent a basis of sophistication from which the student is led to a higher level of sophistication

the student and teacher may delve into an area of research.

programs, none were recommended. It was the decision of the committee that the District television
correlate with the new social science program in Clark County. It was felt that local teacher exper-

|  | GENERALIZATION | CONCEPTS |  |
|---|---|---|---|
| HIGH SCHOOL MODEL<br>POLITICAL SCIENCE<br><br>Vehicles<br>Today's Political Scene<br>Protest Movements<br>Vietnam Influence<br>Presidential Race-Current | Political ideals, values, attitudes, and institutions develop and change over time. | 1. Social change | A. Change is a neutral<br>perspective of the<br><br>B. Some societies chan<br>institutions in the s<br><br>C. There is probably n<br>sponsible for all soc<br>by itself, be conside<br><br>D. Contact between cu<br>within a culture oft<br>skills of the people.<br><br>E. The development of<br>made possible a wid<br><br>F. Innovation as a mea<br>political problems s<br>change. |

| N | CONCEPTS | SUB-CONCEPTS |
|---|---|---|
| alues,<br>itutions<br>e over | 1. Social change | A. Change is a neutral process. It may progress or decline, depending on the perspective of the observer.<br>B. Some societies change at a more rapid rate of progress than do other institutions in the same society.<br>C. There is probably no one factor or a consistent set of factors that are responsible for all social change in societies nor could one factor, operating by itself, be considered as the sole cause of any one single change.<br>D. Contact between cultures or the interaction of new ideas or material goods within a culture often results in a modification of knowledge, attitudes, and skills of the people.<br>E. The development of modern means of communication and transportation have made possible a wider distribution of cultural items and ideas.<br>F. Innovation as a means of meeting the challenge of social, economic, and political problems should be understood as an important factor in social change. |

## BEHAVIORAL OBJECTIVES

A. The student will explain in writing that change is a neutral process and that it may progress or determine from facts he has found and logically concluded through his own concepts of change

B. The student will, orally in a small group, give two examples each of societies changing at a mor that change at a more rapid rate than do other institutions in the same society.

C. The student will, in writing, describe that probably no one factor or consistent set of factors are

D. The student will describe orally in small groups how contact between cultures or the interactio a modification of knowledge, attitudes, and skills of the people.

E. The student will construct a poster demonstrating how the development of modern means of com cultural items and ideas.

F. The student, with the help of visual aids, will demonstrate he has learned to use a new metho political problems that are important factors in social change today.

BEHAVIORAL OBJECTIVES

process and that it may progress or decline. The student's explanation will depend upon his ability to hrough his own concepts of change, the logical accuracy of his statement.

ach of societies changing at a more rapid rate than other societies and some institutions within a society n the same society.

ctor or consistent set of factors are responsible for all social change in societies.

t between cultures or the interaction of new ideas or material goods within a culture often results in eople.

levelopment of modern means of communication and transportation has made possible a wider distribution of

he has learned to use a new method that will help him meet the challenge of social, economic, and ge today.

## SUGGESTED TEACHING TECHNIQUES

A. The task of defining is really not to be isolated in the process inasmuch as meaning and definitions
students to work in small groups. Give each group the following terms to define: social change,
facts, concepts, hypothesis, and finally their meaning of each definition. Agreement on the mean
frequently demands the construction of operational definitions when authoritative meanings do not
hypothesizing, the entire reflective process is characterized by a question such as "What do you m
statement "Change is a neutral process." He should reinforce this with examples, movies, slides,

B. Read the concept, social change, from Roy A. Price's pamphlet, *Major Concepts for Social Studies*

C. Introduce students to the great change, variety, and diversity of American life by showing them th
century has been called the great change. Ask students to discuss this idea. Refer to Price's *Majo*
examples such as reform movements, social protests, and Supreme Court rulings where change is in
on the Roaring Twenties and show movies on the Jazz Age and reform movements.

D. Use heuristic groups, collages, pictures without captions, and games like 20 Questions. In introdu
Greeks, and Chinese societies. These societies must have had material goods, clothing, foods, an
readings about these cultures from the many sources at your disposal.

E. Write this statement on the board- "The development of modern means has made possible a wider di
statement and to give examples of it.

F. Discuss with the students the meaning of sub-concept F. Read from Francis J. Sorauf's *Political Sc*
students discuss it as it pertains to sub-concept F. Make use of the much misunderstood Fifth Amen

TEACHING TECHNIQUES

much as meaning and definitions are constant elements in all phases of reflective inquiry. Assign
terms to define: social change, neutral process, progress, and decline. Ask students to find and use
inition. Agreement on the meaning of terms is a requirement of the dialogue of inquiry. This task
en authoritative meanings do not fit the case. While definition is emphasized in the orientation and
question such as "What do you mean by social change?" The teacher should prepare a lecture on the
with examples, movies, slides, readings, tapes, and any other media that will get this point across.

ajor Concepts for Social Studies, pages 17-18.

American life by showing them the film, "The Golden Twenties," McGraw-Hill. The twentieth
s this idea. Refer to Price's Major Concepts for Social Studies, page 17-18. Give students other
Court rulings where change is involved. Discuss the reasons for change. Play the tape recordings
orm movements.

mes like 20 Questions. In introducing different cultures, use American Indian, early Egyptians,
aterial goods, clothing, foods, and homes. Show examples of changing attitudes and skills. Assign
sal.

neans has made possible a wider distribution of cultural items and ideas." Ask students to discuss this

om Francis J. Sorauf's Political Science, Charles E. Merrill Books, Inc., pages 97-98, and have
he much misunderstood Fifth Amendment of the United States Constitution.

## SUGGESTED LEARNING ACTIVITIES

A. Working in groups of five to eight members, the teacher will ask the students, "What do you mean by th
decline." The student should use facts, concepts, and hypothesis on each definition. After completin
lecture, view movies, listen to tapes, read the assignments, and write a paper.

B. After the teacher delivers the short lecture and has given some examples of change, the students shoul
from the group without assigning one. Ask students again, "Why do some societies change at a more ra
institutions within a society change at a more rapid rate than do other institutions in the same society?
hypotheses, they should do research to prove them correct. They may want to change it. Each small g

C. Introduce students to the great change, variety, and diversity of American life. Show the film, "The
century has been called the great change. Ask students to discuss this idea. Refer to Price's Major Co
examples such as reform movements, social protests, and Supreme Court rulings where change is involv
the Roaring Twenties. Show movies on the Jazz Age and reform movements.

D. Use heuristic groups, collages, pictures without captions, and games like 20 Questions. In introducin
Greeks, and Chinese societies. These societies must have had material goods, clothing, food, and ho
reading about these cultures from many sources at your disposal.

E. Students will discuss the following statement: "The development of modern means has made possible a
will select a project to show his understanding of this statement. He can use a graph, table, collage,

F. Read from Francis J. Sorauf's Political Science, Charles E. Merrill Books, Inc., pages 97-98, and ha
of the much misunderstood Fifth Amendment of the United States Constitution. Newspapers and magaz
has been used by those being investigated for a variety of purposes. After careful study of the Fifth A
application over the years, student might role-play a group of political situations. In one incident, t
written and does not exist. Each of the actors in this political drama might be given, beforehand, a s
the scene. For examples refer to Francis J. Sorauf's Political Science, pages 98-102. As a means of
and political problems, introduce, in a small group session, a new method showing how innovation is an

## GESTED LEARNING ACTIVITIES

ne students, "What do you mean by the following: Social change, neutral process, and progress and
on each definition. After completing this assignment, the student should listen to the teacher's
vrite a paper.

amples of change, the students should be divided into small groups. Permit the leader to emerge
do some societies change at a more rapid rate than do other societies?" and "Why do some
ther institutions in the same society?" Each group should form their own hypothesis and from these
may want to change it. Each small group will report back to the large group for further discussion.

American life. Show the film, "The Golden Twenties," McGraw - Hill. The twentieth
this idea. Refer to Price's *Major Concepts for Social Studies,* pages 17-18. Give students other
Court rulings where change is involved. Discuss the reasons for change. Play tape recordings on
novements.

mes like 20 Questions. In introducing different cultures, use American Indian, early Egyptians,
aterial goods, clothing, food, and homes. Show examples of changing attitudes and skills. Assign

of modern means has made possible a wider distribution of cultural items and ideas." Each student
He can use a graph, table, collage, bulletin board, poster, or any other means to illustrate.

ill Books, Inc., pages 97-98, and have students discuss it as it pertains to sub-concept F. Make use
Constitution. Newspapers and magazines have described many instances in which the Fifth Amendment
es. After careful study of the Fifth Amendment, its purposes, the freedom it guarantees, and its
olitical situations. In one incident, the class might assume that the Fifth Amendment has not been
rama might be given, beforehand, a slip of paper that provides some background information and sets
*ience,* pages 98-102. As a means of meeting the challenge of social economics
*method* showing how innovation is an important factor in social change.

## SUGGESTED MULTIMEDIA

### FILMS

"The Changing City"
"Navajo Indian Life"
"American Indians of Today"
"Our Shrinking World"
"Television--How It Works"
"What Are Young People Thinking Today"
"Life In The Thirties, 1930- 1939"
"Immigration in American's History"
"Who Are the People of America"
"Jazz Age, In the 1919-1922,"
  part 1 and 2.
"Mirror of America"
"Not So Long Ago, 1945-1950"
"The Golden Twenties"

### FILMSTRIPS

"Social Change and Controversy"
"American Government" - Part 1

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## SUGGESTED MULTIMEDIA

Controversy"
nent" - Part 1

### BOOKS

The Supreme Court in American Life,
Leonard, F.
The Shaping of Modern America
Morris, R.B. & Woodress, F.
Jackson Democracy,
Morris, R.B.
The Human Side of American History, Brown, F.
Civil Rights and Liberties,
Mooney, Charles C.
The Radical Right,
David, William
Labor in American Society
Roch, T.W.
Major Concepts for Social Studies,
Price, Roy A.
Political Science,
Francis J. Sorauf

### OTHER

Pictures, newspapers, and magazines

70

| CONCEPTS | SUB-CONCEPTS | |
|---|---|---|
| II. Social control<br>POLITICAL SCIENCE: Secondary Model (cont'd) | A. Social control deals with the mechanism by which society exercises its dominance over component individuals and enforces conformity to its norms. Included as mechanisms are taboos, mores, customs, and laws.<br>B. The basis of orderly human interaction is found in social systems. Norms give structure, stability, and order to society. Without these, social interaction would be difficult, unpredictable, and sometimes dangerous. These norms vary from everyday etiquette to formalized laws.<br>C. Social controls can be judged in part by their ability to preserve the social structure from undermining deviant behavior. | A. The stud in writi and soci<br>B. The stud the func United<br>C. The stud that eac writing |
| III. Institutions | A. Institution is not a group at all but an organized way of doing something. An institution is a formal, recognized, established, and stablized way to pursue some major social activity.<br>B. To assure the respect for and practice of the values men choose as important to their lives, it is necessary that their governments be established and operated by the consent of the governed.<br>C. Government is the creation of man to secure the rights of individuals to safety, tranquility, freedom, and happiness. Whenever government fails to secure these rights, the people may alter it to make it a more effective instrument of their will. | A. The stud recogniz<br>B. The stud those th<br>C. The stud the mear |

|  | BEHAVIORAL OBJECTIVES |
|---|---|
| oy which society<br>ndividuals and enforces<br>hanisms are taboos,<br>found in social systems.<br>er to society.<br>oe difficult, un-<br>These norms vary from<br>their ability to<br>ining deviant | A. The student will demonstrate his knowledge of social control by defining in writing the terms mechanisms, norms, taboos, mores, customs, laws, and social control.<br>B. The student will construct a bulletin board or poster of a diagram showing the function of social structure within at least three countries and the United States.<br>C. The student will demonstrate his ability to evaluate the social control that each country he has selected has on its people. He will do this by writing his interpretations of each country's social control over its people. |
| ganized way of doing<br>ecognized,<br>some major social<br>the values men choose<br>y that their governments<br>ent of the governed.<br>cure the rights of<br>om, and happiness.<br>ese rights, the people<br>instrument of their | A. The student will be able to define the following terms orally: formal, recognized, established, stablized, and institution.<br>B. The student will be able to state the purpose of institutions and identify those that are social, authoritative, religious, and political.<br>C. The student, in small group sessions, will be able to discuss intelligently the meaning of the new social contract theory. |

| SUGGESTED TEACHING TECHNIQUES | |
|---|---|
| A. Introduce the words mechanism, norms, taboos, mores, customs, laws, and social control. Discuss with class the general meaning of social control and how it has affected the United States Constitution and institutions. | A. Have students work i<br>terms as mechanisms |
| B. Give students some guidance in constructing diagrams. Assign Govran & Rienow's Our Changing Social Order, page 149. Use overlays, play records, and assign short readings from Comparative Governments all prepared by Dr. Edwin Fenton. Allow time for research on at least three other countries' government structure. | B. Have students constr<br>least two countries |
| C. Have students refer to their diagrams and discuss them. Bring magazines and newspapers and show a movie pertaining to social protests. Discuss some of the protest movements. | C. Have students evalu<br>Students should disc<br>and then transfer th |
| A. See suggested learning activities. | A. Assign students, in sm<br>formal, recognized, |
| B. See suggested learning activities. | B. Use Edwin Fenton's<br>discuss. Answer qu |
| C. Read to the class John Locke's Social Contract Theory. Discuss this theory with the class as it pertains to the American Revolution and the French Revolution. Bring in the methods of change that the United States Constitution gives to us, e.g., elections, legislative process, impeachment,, and court system. | C. Read John Locke's<br>Contract. Discuss<br>group discussions. |

|  | SUGGESTED LEARNING ACTIVITIES |
|---|---|
| aws, and<br>ontrol and<br>. | A. Have students work in small groups defining and using the scientific method on such terms as mechanisms, norms, taboos, mores, customs, laws, and social control. |
| ovran<br>, play<br>all<br>st three | B. Have students construct diagrams showing the function of social structure within at least two countries and the United States. |
| gazines<br>Discuss some | C. Have students evaluate the social control that each country has over its people. Students should discuss the influence that deviant behavior has over social control and then transfer this understanding into a written report. |
|  | A. Assign students, in small groups, to define the following terms orally or in writing: formal, recognized, established, stablized, and institution. |
|  | B. Use Edwin Fenton's Political Science, Unit 1. Assign students to read and discuss. Answer questions on pp. 320, 321, 323, 326, and 330. |
| this theory<br>French<br>tes<br>npeachment,, | C. Read John Locke's Social Contract Theory and portions of Rousseau's Social Contract. Discuss the causes of the French Revolution and interpret them in small group discussions. |

## SUGGESTED MULTIMEDIA

| FILMS | FILMSTRIPS | BOOKS |
|---|---|---|
| "Revolts and Reforms in Europe, 1815-1848"<br>"Boy to Man"<br>"Girl to Woman"<br>"Responsibilities of the American Citizen"<br>"Structure of the American Way of Life"<br>"Pressure Groups"<br>"High Wall"<br>"Uprooted Nation" | | Political Parties and D<br>Schattschneider, E<br>The Supreme Court in<br>James, L.F.<br>Democracy on Trial,<br>Morris, R.B. & Wo<br>Our Changing Social<br>Govran and Rienow<br>Comparative Governm<br>Fenton, Edwin<br>Social Contract Theor<br>Locke, John<br>Political Science,<br>Fenton, Edwin<br>Social Contract,<br>Rousseau |
| "Institution"<br>"Age of Absolute Monarchs in Europe"<br>"The Congress" | | Political Parties and D<br>Schattschneider, E<br>American Political Tr<br>Morris, R.B.<br>Urban Development,<br>Christansen, D.E.<br>Reform in America,<br>Rattner, Faye |

| SUGGESTED MULTIMEDIA | | |
|---|---|---|
| STRIPS | BOOKS | OTHER |
| | *Political Parties and Democracy,* Schattschneider, E.E.<br>*The Supreme Court in American Life,* James, L.F.<br>*Democracy on Trial,* Morris, R.B. & Woodress, F.<br>*Our Changing Social Order,* Govran and Rienow<br>*Comparative Governments,* Fenton, Edwin<br>*Social Contract Theory,* Locke, John<br>*Political Science,* Fenton, Edwin<br>*Social Contract,* Rousseau | Newspapers, magazines |
| | *Political Parties and Democracy,* Schattschneider, E.E.<br>*American Political Tradition,* Morris, R.B.<br>*Urban Development,* Christansen, D.E.<br>*Reform in America,* Rattner, Faye | |

| CONCEPTS | SUB-CONCEPTS | |
|---|---|---|
| IV. Freedom and equality | A. Freedom refers to the relative absence of perceived restraints on individual behavior. | A |
| | B. In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity. | B. |
| | C. Taken to extremes, freedom may mean chaos and equality may become tyranny of the majority. | C |
| | D. Freedom and equality involves making value choices. | D |

| | BEHAVIORAL OBJECTIVES |
|---|---|
| ived restraints on in- | A. The student will be able to explain orally, in small groups, that freedom refers to the relative absence of perceived restraints on individual behavior. |
| an equality before law,<br>rtunity. | B. The student will be able to explain orally, in small groups, that in the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity. |
| nd equality may become | C. The student will write a paper on: Freedom and equality taken to extremes may become chaos and tyranny of the majority. |
| hoices. | D. The student will demonstrate that he understands that equality and freedom involves making value choices by role-playing and then allowing students to make their judgments. They must give reasons for their value choice. |

| SUGGESTED TEACHING TECHNIQUES | |
|---|---|
| A. Give a short lecture on freedom and equality. Use movies, slides, tapes, transparencies and the recording taken from Edwin Fenton's Comparative Government. Write the lists of terms you want the student to define on the board. | A. The student w<br>terms: relativ<br>meant by this<br>restraints on i |
| B. The following statement should be written on the board: "Equality, like freedom, means different things to different people." Write other phrases you want defined on the chalkboard. | B. The student sh<br>to different pe<br>before law, e |
| C. Read to the students from Stoerpenberg's Political Science, examples on pp. 320-330. Show the movie "The Oxbow Incident." | C. The students w<br>freedom take<br>examples. Th<br>extremes may |
| D. Ask students to read Unit 10- "Freedom, Equality, and Justice," from American Society in Action by Riddle, pp. 351-406. | D. Students will<br>have to be ma<br>situations. O<br>explaining wh |

|  | SUGGESTED LEARNING ACTIVITIES |
|---|---|
| lides, tapes,<br>mparative<br>define on the board. | A. The student will work in small groups defining what is meant by the following terms: relative, absence, perceived, restraints, and freedom and what is meant by this statement,"Freedom refers to the relative absence of perceived restraints on individual behavior." |
| lity, like freedom,<br>es you want | B. The student should realize that equality, like freedom, means different things to different people. He will,in small groups,define these phrases-- equality before law, equal access to suffrage, and equality of opportunity. |
| xamples on pp. 320- | C. The students will be asked to give examples,in small group discussions,that freedom taken to extremes may become chaos. Riots and disorders are current examples. They should also give examples of equality when taken to extremes may become tyranny of the majority such as the French Revolution. |
| e," from American | D. Students will be asked to write about several events where a value choice will have to be made. Students will be asked to role-play these events or situations. Other students will make their value choice by discussing and explaining why their selected events took place. |

## SUGGESTED MULTIMEDIA

### FILMS

"What Liberty and Equality Means"
"Security and Freedom"
"Constitution of the United States"
"Defining Democracy"
"Quest for Freedom"
"Understanding the Law - Equal
Justice for All"

### FILMSTRIPS

"American Government" (Series Two)
"The Way That Bows Are Made"

### B

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## SUGGESTED MULTIMEDIA

PS

overnment" (Series Two)
ıt Bows Are Made"

BOOKS

The Negro Struggle for Equality in the 20th Century, Ames, Haisley, & Brown
The Supreme Court in American Life, Hafstadter, Richard
Civil Rights and Liberties, Mooney, Charles C.
Political Science, Stoerpenberg
American Society In Action, Riddle

OTHER

Magazines, newspapers

Comparative Government (Recording) Fenton, Edwin

HISTORY
GEOGRAPHY
ANTHROPOLOGY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS

POLITICAL SCIENCE
Levels
10-12

Vehicles

- American Democracy As A Way of Life
- Our Democratic Government
- Meeting Our Economic Problems
- Identifying Our Social Problems
- Outlook of the Future
- Nevada Government

| GENERALIZATION | CONCEPTS |
|---|---|
| In every society, individuals and groups disagree over some societal goals and directions, over the enforcement of standards of behavior. | Conflict |
| | Compromise and adjustment |
| | Comparative advantage |
| | Power |

| ION | CONCEPTS | SUB-CONCEPTS |
|---|---|---|
| | Conflict | A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.<br>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.<br>C. This concept is developed to assist the student to acquire satisfactorily patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life. |
| individuals<br>ee over some<br>directions,<br>ent of<br>ior. | Compromise and adjustment | A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.<br>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.<br>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.<br>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender. |
| | Comparative advantage | A. A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals be aware of the advantages and disadvantages that develop along the way. |
| | Power | A. Power has many connotations to many different people.<br>B. Power relationships abound throughout society and societies.<br>C. Power can either be a goal or the means to goal attainment. |

## BEHAVIORAL OBJECTIVES

A. The student will write a paper on the "Big Stick Policy" describing how the aspects of conflict met

B. The student will explain the following statement and cite oral examples. There is no period in the of conflict.

C. The students with the assistance of the teacher will construct patterns of conflict and solution models

A. The student will list examples in which compromise brought about change into the following categori Magna Carta and Runnymede, 1215.

B. The student will describe in writing how he might need to adjust to his social surroundings.

C. The student will discuss in a seminar the meaning of the following statement: Each culture is only a

D. The student will explain in writing why compromise and adjustment should not be interpreted as signs

A. The student will be able to describe and analyze the purpose of the following: Department of Defen Department of Labor, and Independent Regulatory Commission.

A. The student will construct a college and in a seminar setting explain how his work reflects the follow people.

B. The student will construct a chart to demonstrate that power is a relationship by which one individual another.

C. The student will state an example from the United States Government that shows power is both a goal

BEHAVIORAL OBJECTIVES

bing how the aspects of conflict met or resolved.

examples. There is no period in the life of individuals, groups, or nations that is entirely free

atterns of conflict and solution models.

out change into the following categories: political, economic, social, and religious, e.g.,

st to his social surroundings.

ving statement: Each culture is only a small part of a product of its own invention and discovery.

ment should not be interpreted as signs of weakness or surrender.

of the following: Department of Defense, Department of Interior, Department of Commerce,
.

xplain how his work reflects the following statement: Power has many connotations to many different

a relationship by which one individual or group can take action that affects the behavior of

ernment that shows power is both a goal and a means to goal attainment.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| The nature of a given society's political system and the nature of its political behavior are closely related to the fundamental system of values to which the society adheres. | Institutions | A. Every institution has status and special rol<br>B. The three primary institutions in American<br>C. Institutions are creations that developed<br>D. Every major institution must have organiz |
| | Government by the consent of the governed | A. Government is the creation of man to sec and happiness.<br>B. Whenever government fails to secure the may alter it to make it a more effective i |
| | Loyalty | A. Loyalty is the willing devotion of an indiv institution, idea, or process.<br>B. Loyalty processes are those means employe<br>C. The legislative process by which all sectio representatives are processes that should c<br>D. Loyalty to ideas such as human dignity, e are ideas more important than symbols. |

## SUB-CONCEPTS

itution has status and special roles.

primary institutions in American society have different effects on individuals within the society.

ns are creations that developed from needs of human beings.

jor institution must have organization and a code of norms and specifications.

ent is the creation of man to secure the rights of the individual to safety, tranquility, freedom,
iness.

r government fails to secure the rights guaranteed to people through its constitutions, the people
it to make it a more effective instrument of their will.

s the willing devotion of an individual to a cause greater than himself as represented by an
n, idea, or process.

rocesses are those means employed to achieve as ends the other cultural values of a given society.

slative process by which all sections of the country are represented and the choosing of one's
tatives are processes that should command loyalty.

to ideas such as human dignity, equality of opportunity, and freedom of speech and religion
s more important than symbols.

## BEHAVIORAL OBJECTIVES

A. The student will be able to give an oral report comparing the roles of the private academies of early

B. The student will list what he believes to be the three primary institutions in American society and ex **within the society**.

C. The student will explain why the nine basic needs of which Hanna writes became institutions.

D. The student will be able to explain, in a small seminar setting, the basic requirements for every major

A. The student will justify the need for the following forms of government in a series of written papers: (5) cities, (6) towns, and (7) villages. (He may write in opposition to any he feels is not needed

B. The student will list and explain at least six democratic methods of making changes in our governme the citizens of the United States of America, county, and city in which he lives.

A. The student will write a commentary on a historical character in direct contrast to Benedict Arnold.

B. The student will select one of the following nations: Greece, Great Britain, France, or China and

C. The student will find examples in American political history to depict that loyalty is not always foun on his conclusions.

D. The student will orally name, within a twenty-second period, at least four national symbols depicting buildings.

BEHAVIORAL OBJECTIVES

les of the private academies of early New England and the public schools of modern America.

stitutions in American society and explain in writing the different effects of each on individuals

na writes became institutions.

e basic requirements for every major institution.

rnment in a series of written papers: (1) states, (2) countries, (3) townships, (4) school districts, osition to any he feels is not needed.)

s of making changes in our governments. The student will list and explain the rights guaranteed to in which he lives.

n direct contrast to Benedict Arnold.

Great Britain, France, or China and list the culture values that he thinks made it great.

depict that loyalty is not always found in political party affairs and write a two-page report

least four national symbols depicting our American ideals and values, e.g., sculptures, statues, and

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| As a minimum condition for its existence, a society establishes authoritative institutions that can make decisions that are binding on the people, provide for the resolution of dissent, and effectively enforce basic rules. | Institution | A. Every institution has statutes and special ro<br>B. The three primary institutions in American<br>C. Institutions are creations that developed fr<br>D. Every major institution must have organiza |
| | Sovereignty of the nation-state in the community of nations | A. National sovereignty exists where common into such prominence as to form a nation.<br>B. Today nations are more closely interrelat purposes.<br>C. Limitations are set by growing technology without considerations for the wishes of oth of sovereignty to interdependence among n<br>D. Today, foreign policy is determined by gov role of sovereignty in the 20th century. |
| | Government by the consent of the governed | A. Government is the creation of man to secur and happiness.<br>B. Whenever government fails to secure the ri may alter it to make it a more effective ins |

## SUB-CONCEPTS

very institution has statutes and special roles.

he three primary institutions in American society have different effects on individuals within the society.

nstitutions are creations that developed from needs of human beings.

very major institution must have organization and a code of norms and specifications.

ational sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge nto such prominence as to form a nation.

oday nations are more closely interrelated and they are constantly changing in their development and urposes.

imitations are set by growing technology and population. Modern nations can take only limited actions ithout considerations for the wishes of other nations and the modern world is witnessing a giving-way f sovereignty to interdependence among nations.

oday, foreign policy is determined by government officials whose understanding is related to the changing ole of sovereignty in the 20th century.

overnment is the creation of man to secure the rights of the individual to safety, tranquility, freedom, nd happiness.

henever government fails to secure the rights guaranteed to people through its constitutions, the people ay alter it to make it a more effective instrument of their will.

BEHAVIORAL OBJECTIVES

A. The student will be able to define the following terms orally or in writing and tell how they relate

B. The student, given a list of institutions, will be able to state their purpose and identify those that are

C. The student will be able to discuss the reasons for the development of the new social contract theor

D. The student will be able to state a logical explanation as to the differentiation of authority related institution would most clearly hold the authority and/or responsibility for dealing with such disorde

A. The student will describe the factors that bring about national sovereignty and write how these com

B. The student will be able to discuss trends, reasons, and causes for the decline of importance of Am in the 20th century.

C. The student will discuss, in small groups, the meaning of the following statement: The nation-states to interdependence.

D. The student will write a two-page paper describing characteristics our foreign policy decision-mak

A. The student, in a panel discussion, will tell how each of the following are provided for by our gover

B. The student will orally or in writing list and explain the rights guaranteed to the people through ou these rights.

BEHAVIORAL OBJECTIVES

rally or in writing and tell how they relate to institutions: formal, recognized, established, and stabilized.

ate their purpose and identify those that are social, authoritative, religious, and political.

evelopment of the new social contract theory.

as to the differentiation of authority related to college campus disorders and to comment on which or what responsibility for dealing with such disorders.

ational sovereignty and write how these common bonds emerge and form a nation.

causes for the decline of importance of America's historic Monroe Doctrine as an instrument of foreign policy

the following statement: The nation-states are now witnessing a relatively rapid giving-way of sovereignty

racteristics our foreign policy decision-makers should possess.

the following are provided for by our government: safety, tranquility, freedom, and happiness.

e rights guaranteed to the people through our constitution and how we are able to alter it if it does not secure

## SUGGESTED MULTIMEDIA FOR POLITICAL SCIENC

### STANDARD FOCAL REFERENCE GUIDES

American Book Company
  Magruder's American Government

Ginn
  Problems of Democracy
  Understanding our Government

Holt, Rinehart, and Winston
  Comparative Political Systems

Silver Burdett
  American Government in the Twentieth Century

### CONCEPT PENETRATION SOURCES

American Book Company
  The Presidency
  Politics the American Way
  Congress, Power and Purpose on Capitol Hill
  The U.S. Constitution in Perspective

American Education
  Public Issues Series/ Harvard Social Studies Project
    Rights of the Accused
    Community Change
    Liberty Under the Law
    Lawsuit
    Municipal Politics
    Political Parties in the United States
    Communist China
    Twentieth Century Russia
    Nazi Germany
    Colonial Kenya
    Taking a Stand

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## GGESTED MULTIMEDIA FOR POLITICAL SCIENCE--LEVELS 10-12

DES

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Capitol Hill
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States

The Middle East
China: Troubled Asian Giant
Changing Latin America
Southeast Asia
India, Pakistan
Africa: Emerging Nations Below the Sahara

Bruce
Voices of Convergence

Encyclopaedia Britannica
The Annals of America
The Negro in American History

Ginn
Teenagers and the Law
Conflict, Politics, and Freedom
Your Rights and Responsibilities as an American Citizen, A Civics Casebook

Holt, Rinehart, and Winston
A Search for Awareness
American Problems Studies
Impact
Building the Modern World
The American Political Dictionary

Houghton - Mifflin
Civil Liberties, Case Studies and the Law
Focus on World Communism
The World of Communism

Macmillan
Politics, U.S.A.

- Democracy in Action
- Society Today and Tomorrow
- Frame of Government
- Recent America

- New Perspectives in American History
  - The Road to Independence, 1763-1776
  - The Origins of The Constitution, 1776-1789
  - Government Through Opposition: Party Politics in the 1790's
  - The Hero and the People: The Meaning of Jacksonian Democracy
  - The Union Divides: Politics and Slavery, 1850-1861
  - The Progressive Movement: Traditional Reform
  - From Imperialism to Isolationism, 1898-1919
  - The New Deal: Interpretations
  - The Cold War: From Yalta to Cuba

McGraw - Hill
- The Humanities

Prentice - Hall
- Todays Isms

Scott Foresman
- The USSR and Communism: Source Readings and Interpretations
- A Study of the USSR and Communism: An Historical Approach
- A Soviet View of the American Past
- Area Studies in Economic Progress
  - Sub-Saharan Africa Struggle Against the Past
  - China Development by Force
  - India Struggle Against Time
  - Japan Lessons in Enterprise
  - Latin America Reform or Revolution
  - The Middle East Old Problems and New Hopes
  - The Soviet Union Communist Economic Power
  - Western Europe and the Common Market
- Economic Forces in American History

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-1919

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Problems of Prosperity and Leadership, 1945
Adjustments to Depression and War, 1930-1945
World Power and New Problems, 1914-1930
The Growth of Industrial Enterprise, 1860-1914
Commerce, Cotton, and Westward Expansion, 1820-1860
Decisions that Faced the New Nation, 1783-1820
Developing the American Colonies, 1607-1783

CRI Studies in Economic Issues
- World Trade
- Economics of the Community
- Capitalism, Communism, Socialism
- Our Labor Force
- Understanding Economic Growth
- International Economic Problems

Problems in American History
- The Causes of War
- The Negro in America
- Labor in American Society
- The Supreme Court in American Life
- American Foreign Policy
- The Social Setting of Intolerance: The Know-Nothings, The Red Scare, and McCarthyism
- Reform in America: Jacksonian Democracy, Progressivism, and the New Deal
- Great Depression: 1837-1844, 1893-1898, 1929-1939
- Political Leadership in America
- The China Giant
- Sources of the American Republic
- Contemporary Civilization Issue

Silver Burdett
- Avenues to America's Past
- Alternatives to Violence
- The Meaning of Communism

Van Nostrand, (an anvil original) (Paperback)
  The World in the Twentieth Century
  Fifty Major Documents of the Twentieth Century
  Marx and the Marxists
  Fifty Major Documents of the Nineteenth Century
  Conservatism
  Basic Documents
  Contemporary Africa: Continent in Transition
  The Russian Revolutions of 1917
  British Constitutional History Since 1832
  American Capitalism
  Liberalism: Its Meaning and History
  The North Atlantic Civilization
  NATO: A Twentieth Century Community of Nations
  Basic Documents in United States Foreign Policy
  American Farmer's Movements
  Historic Decisions of the Supreme Court
  Revolution and Reaction 1848-1852
  Southeast Asia and the World Today
  Basic History of American Business
  Soviet Foreign Policy, 1917-1941
  Major Documents in American Economic History, Vol, 1
  Major Documents in American Economic History, Vol,2
  Cold War Diplomacy 1945-1960
  Movements of Social Dissent in Modern Europe
  The People's Republic of China
  World Communism
  Third Party Movements in the United States
  The Idea of Racialism
  Soviet Russian Imperialism
  The Colonial Origins of American Thought
  Documents on Modern Africa
  Varieties of Fascism
  The Making of the American Constitution
  European Economic History: Documents and Readings
  The Negro in the United States
  African Nationalism in the Twentieth Century
  Immigration, the American Mosaic
  The Weimar Republic
  Anticlericalism

Soviet Economic Development
The Virginia Dynasty: The United States, 1801-1829

Van Nostrand Searchlight Books (paperback)
- The Soviet Union
- The Changing Map of Africa
- The Global Sea
- A New Soviet Heartland
- The Alliance for Progress
- China: Emerging World Power

FILMSTRIPS

Colonial
- Parliamentary Procedures

Eye Gate
- Man Learns to Govern Himself
  (Set of nine filmstrips with sound cassette Teach-a-Tapes or conventional tapes)
- Democracy in Action (Set of nine filmstrips)

Guidance Associates
- Dwight D. Eisenhower: Soldier and Statesman
- Franklin Delano Roosevelt: The Years that Changed the Nation
- A Nation of Immigrants
- Woodrow Wilson: Idealism and American Democracy
- Benjamin Franklin: Symbol of the American Revolution
- The People's Choices: An Analysis of the Electoral College
- The Honorable Court: The Supreme Court of the United States
- Vice Presidency: In Action and Evolution
- Portrait of a Freshman Congressman
- Cities, U.S.A.
- Automation: Promise or Threat?
- Winston Churchill: The Man and the Century
- Soviet Union: Its People and Their Way of Life
- The Rise of Communism
- Japan: Emergence of a Modern Nation
- Liberty Street - One Way?

- Preparing for the Jobs of the 70's
- Preparing for the World of Work
- Dropping Out: Road to Nowhere
- I Never Looked At It That Way Before - Insights Into Tobacco, Alcohol, Sex, and Narcotics
- And They Lived Happily Ever After? Understanding Teenage Marriage
- Values for Teenagers: The Choice is Yours
- Sex: A Moral Dilemma for Teenagers
- Tobacco and Alcohol: The $50,000 Habit
- Somebody's Cheating!
- The Tuned-Out Generation
- Four Who Quit
- The Federal Law Making Process
- Transportation: Where Do We Go From Here?
- Our Money System
- Frontiers in Space and Undersea
- The Reckless Years, 1919-1929
- The Great Depression
- Harry S. Truman
- Emergence of the United States as a World Power
- Anatomy of U.S. Political Parties
- The American Presidency: A Study in Depth
- Teddy Roosevelt

Scholastic Magazine
- Viet Nam: Plight of the People
- The Draft - Who? How? and Why?
- The U.S. and the Soviet Union
- Cuba - From Friend to Foe
- Our Government Today - What Has It Grown Into?
- The Negro in U.S. History

## RECORDS

Broadside Records
- Senator Joseph R. McCarthy
- The Investigator

Everyb

Education
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## TAPES

Doubleda
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Series

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## KITS

Encyclop
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## 16mm FILM

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Grown Into?

Everybody's Got a Right to Live

Educational Audio Visual
  Supreme Court Cases
    Series One 2 LPS 1350-4
    Series Two 2 LPS 1350-52
    Series Three 4 LPS 16RR (Civil Liberties)

## TAPES

Doubleday
  Washington Tapes for American Government

EMC
  Series for American Government

Tapes Unlimited
  Politics: The Folklore of Government (ten tapes)
  Time Out for Propaganda (ten tapes exploring propoganda and the most prevalent propoganda methods)

## KITS

Encyclopaedia Britannica
  New York Times World Affairs Workshop

## 16mm FILMS

Aved
  Land of the Book (Asia Ancient History)
  Kibbutz Daphna
  China: The Big Question
  China: A One Class Society

Bailey
  Nationhood in the World Community of Nations
  Political Patterns and Nationalism

Sovereignty of the Nation States Gives Way to
        Interdependence
    Meeting our Economic Problems
    Identifying our Social Problems

Arthur Barr
    Southern Asia - Problems of Transition

Carousel
    The Detached American
    Follow the Leader
    The Forgotten American

Film Associates
    Computer Revolution

Films, Inc.
    Civil Rights Movement - Historic Roots

Independent Film Producers
    Invincible Weapon

International Film Bureau
    Censorship: A Question of Judgment
    Politics: The High Cost of Conviction
    Vandalism: Crime or Prank?
    Tomorrow's Government Today
    Chromophobia
    A Study in Paper
    Inner Circle
    Time for Decision
    To Tell or Not to Tell

IQ Films
    The Constitution: A Series of Three Films
        The Constitution
        One Nation, Indivisible (1792-1865)
        With Liberty and Justice for All (1865-Present)

McGraw - Hill
- Cities of the Future
- Nehru-Man of Two Worlds
- Functions of Congress
- Everybody's Prejudice
- Rise of Nationalism in Southeast Asia
- Protective Tariff vs. Free Trade
- Automation - Next Revolution
- Feeding One Quarter of the Human Race
- Trusts and Trust Busters
- U.S. Number 1 - American Profile
- China: The Social Revolution
- China: The Awakening Giant
- National Citizenship Test
- At Home, 2001
- Road to World War II
- Russia - Czar to Lenin
- Communications Explosion
- Our Immigrant Heritage
- Afghanistan: Emerging From Isolation
- Department of Health, Education and Welfare
- Autos, Autos, Everywhere
- Standing Room Only
- Growth of American Policy
- Siberia: A Day in Irkutsk

Sterling
- City Under Pressure

TEACHER NOTES:

| | GENERALIZATION | CONCEPTS | |
|---|---|---|---|
| HISTORY<br>GEOGRAPHY<br>POLITICAL SCIENCE<br>SOCIOLOGY<br>ECONOMICS<br>ANTHROPOLOGY<br>HISTORY<br>Levels 10-12<br>Vehicles<br>Review American History Highlights<br>Cause and Affect of Civil War<br>Rise of Industrialism Reform<br>Becoming a World Power<br>Golden Twenties<br>Years of the New Deal<br>Challenges of War and Peace<br>Nevada History | Rarely can complex historical events be explained in terms of a single, one-to-one, cause and effect relationship. Rather, a study of the past indicates that multiple causation is the dominant pattern. | Causation | A. There is a<br>B. Causation understand<br>C. Cause and operation enough ab may bring as the ser<br>D. The fact to be basi |
| | | Social change | A. Change i<br>B. Some soci<br>C. There are<br>1. Conta<br>2. The in<br>3. The de<br>4. Innov and p |

| NCEPTS | SUB-CONCEPTS |
|---|---|
| sation | A. There is a relationship of cause and effect.<br>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.<br>C. Cause and effect have the character of multiplicity. ( This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)<br>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action. |
| cial change | A. Change is a neutral process; it may progress or decline.<br>B. Some societies change at a more rapid rate of progress than others.<br>C. There are many causes for social change, such as the following:<br>1. Contact between cultures.<br>2. The interaction of new ideas or materials within a culture.<br>3. The development of modern means of communication and transportation<br>4. Innovation as means of meeting the challenge of social, economic, and political problems. |

## BEHAVIORAL OBJECTIVES

A. The student will fill in a cause or effect for any given historical event.

B. The student will describe orally what is meant by this statement: Cause and effect have the character o

C. The student will write a one-page paper and cite examples defining his understanding of (1) cause and e of multiplicity.

D. The student will write a two-page report about four events that could have changed America from a rura and describe how each event accomplished this.

A. The student will be able to explain in writing that change is a neutral process and that it may cause pro

B. The student will, orally in a small group, cite two reasons why some societies change at a more rapid rate within a society change at a more rapid rate than do other institutions in the same society.

C. The student will, in writing, describe factors responsible for social change in society.
   1. Contact between cultures or the interaction of new ideas or material goods within a culture often res the people.
   2. The development of modern means of communication and transportation have made possible a wider d
   3. Demonstrate a new method that will help him meet the challenge of social, economic, and political

## BEHAVIORAL OBJECTIVES

rical event.

nent: Cause and effect have the character of multiplicity.

defining his understanding of (1) cause and effect are rational and,(2) cause and effect have the character

that could have changed America from a rural, agricultural economy to an urban, industrial way of life

s a neutral process and that it may cause progress or decline.

y some societies change at a more rapid rate than do other societies and also why some institutions
institutions in the same society.

ocial change in society.
s or material goods within a culture often results in a modification of knowledge, attitudes, and skills of

transportation have made possible a wider distribution of cultural items and ideas.
hallenge of social, economic, and political problems that are important factors in social change today.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| | Comparative advantage | A. A nation, group, or individual goals, be aware of the advanta<br>B. Compromise and adjustment are are the same. |
| The record of the past is irremediably fragmentary, selective, and biased. The significance of available historical facts varies with the individual who studies them. Each generation tends to recreate and rewrite in terms of its own needs, aspirations, and points of view. | Morality and choice | A. Morality dictates a standard of<br>B. Man as a reasoning animal has decisions.<br>C. Morality implies conscience, a |

SUB-CONCEPTS

A. A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.

B. Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.

A. Morality dictates a standard of values.

B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

C. Morality implies conscience, and choice implies responsibility.

A. The student will prepare an article on (1) Jefferson makes a deal with Hamilton--Nation's ca elastic clause-- the Constitution takes a back seat to the Louisiana Purchase to show his un constitutional power.

B. The student will write a brief explanation of how compromise and adjustment became part of se

A. The student will, in small groups, list examples of basic rules of moral conduct that are acceptab

B. The student will describe in a paper of three hundred words how a specific society of his own

C. The student will describe in writing how conscience or the lack of it relates to the following s rather ignored it whenever it got in his way.

## BEHAVIORAL OBJECTIVES

deal with Hamilton--Nation's capitol to be located in the South and (2) Jefferson's views on the
uisiana Purchase to show his understanding of Thomas Jefferson's strong beliefs about government and

e and adjustment became part of section 14B of the Taft-Hartley Act.

of moral conduct that are acceptable to society in general.

how a specific society of his own choosing leaves no choice alternatives open to its people.

lack of it relates to the following statement: Hitler never formally abolished the Weimar Constitution but

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Continuous and unrelenting change has been a universal condition of human society. Change is inevitable. | Social change | A. Change is a neutral process, it may pr<br>B. Some societies change at a more rapid<br>C. There are many causes for social chang<br>1. Contact between cultures.<br>2. The interaction of new ideas or ma<br>3. The development of modern means<br>4. Innovation as means of meeting the |
| | Social control | A. There are many types of authority that<br>B. There is a need for social control at al |
| | Institution | A. Every institution has statutes and speci<br>B. The three primary institutions in Ameri<br>C. Institutions are creations that develope<br>D. Every major institution must have orga |
| | Habitat and its significance | A. Man affects and is affected by his natu<br>B. Habitat is the resource base of man's s<br>C. Water in the form of oceans, rivers, a agriculture, communication, transporta<br>D. Landforms influence climate and the pr<br>E. Climate influences ways of living.<br>F. Habitat tends to direct man until he ac<br>G. International problems are often cause<br>H. Rituals, ceremonies, and superstitions |

## SUB-CONCEPTS

hange is a neutral process, it may progress or decline.

me societies change at a more rapid rate of progress than others.

ere are many causes for social change, such as the following:
. Contact between cultures.
. The interaction of new ideas or materials within a culture.
. The development of modern means of communication and transportation.
. Innovation as means of meeting the challenge of social, economic, and political problems.

here are many types of authority that act as means of social control.

here is a need for social control at all levels of society.

very institution has statutes and special roles.

he three primary institutions in American society have different effects on individuals within the society.

nstitutions are creations that developed from needs of human beings.

very major institution must have organization and a code of norms and specifications.

an affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.
.International problems are often caused by geographic conditions.
Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

## BEHAVIORAL OBJECTIVES

A. The student will explain in a discussion how the following statements demonstrate that change is a
begins, other arts follow. The farmers, therefore, are the founders of human civilization.
B. The student will make a chart showing the progress of the American Negro society, Hopi society,
rates of speed.
C. The student will write a paragraph describing the elements of American culture obtained through

A. The learner will define in writing the terms mechanisms, norms, taboos, mores, customs, laws, an
B. The student will select a country and write his interpretations of how that country exerts social co

A. The student will cite examples of behavior that denote social status.
B. The student will be able to give in writing the origin of authoritative institutions.
C. The student will plan and construct a collage showing that he understands the meaning of authorit
D. The student will, in writing, distinguish the terms organization and institution.

A. The student will list five ways in which man has adopted or shaped his environment.
B. The student will draw a map of a given area indicating resources available and population center
C. The student will work with a group over a given period of time constructing posters to illustrate th
communication, transportation, and trade.
D. The student will work in small groups constructing at least four collages illustrating landform's inf
E. The student will select a specific geographic area to illustrate through posters, climate's influence
Belgian Congo, and Florida.
F. The student will write a paper explaining the following statements: The significance of the physic
environment. The natural environment may set the broad limits of economic life within a region,
of culture.
G. The student will make a collection of clippings on current international problems that are caused
represented.
H. The student will construct at least three cartoons illustrating that some society's rituals, ceremoni

BEHAVIORAL OBJECTIVES

atements demonstrate that change is a neutral process that may show progress or decline: When tillage
unders of human civilization.
nerican Negro society, Hopi society, and the white society and explain why they progressed at different

of American culture obtained through diffusion.

rms, taboos, mores, customs, laws, and social control.
ns of how that country exerts social control over its people.

l status.
horitative institutions.
e understands the meaning of authoritative institution.
n and institution.

shaped his environment.
urces available and population centers and describing the relationship between the two.
ime constructing posters to illustrate the influence of oceans, rivers, and lakes on climate, agriculture,

four collages illustrating landform's influence on climate, food, shelter, and clothing.
ate through posters, climate's influence on the way of life in that area, e.g., North Pole, Sahara Desert,

tements: The significance of the physical features of the earth is determined by man living in his
imits of economic life within a region, but it is man who determines its specific character within the limits

international problems that are caused by geographic conditions, taking care to have several viewpoints

g that some society's rituals, ceremonies, and superstitions relate to physical environments.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| History makes man aware of the possible rather than the probable, allowing him to choose among rational alternatives concerning the time in which he lives. History offers no immutable laws, givens, or inevitables upon which to base such decisions. | Compromise and adjustment | A. Compromise and adjustment are the key change and conflict.<br>B. Man faces the need to compromise and surroundings.<br>C. Each culture is only a small part of a pr and compromise. Survival depends upo<br>D. Man should recognize compromise and a sign of weakness or surrender. |
| | Morality and choice | A. Morality dictates a standard of value.<br>B. Man, as a reasoning animal, has the op these decisions.<br>C. Morality implies conscience and choice |
| | Scarcity | A. A person's/nation's wants are almost end<br>B. Needs are different from wants in that a<br>C. There are definite limits as to the produc with people's needs and wants. |

SUB-CONCEPTS

omise and adjustment are the keys to successfully facing political, economic, social, and religious and conflict.

ces the need to compromise and adjust to his physical, economic, social, political, and religious dings.

ulture is only a small part of a product of its own invention and discovery; it is the result of adjustment mpromise. Survival depends upon the ability to adjust and compromise.

ould recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a weakness or surrender.

ity dictates a standard of value.

as a reasoning animal, has the opportunity to make free choices, but must accept responsibility for decisions.

ity implies conscience and choice implies responsibility.

son's/nation's wants are almost endless; thus, a priority of wants must be established.

s are different from wants in that a person's needs must be met in order to survive.

are definite limits as to the production of any given item. Many times production is unable to keep up people's needs and wants.

BEHAVIORAL OBJECTIVES

A. The student will participate in a panel discussion citing how compromise and adjustment are keys to succes change and conflict.

B. The student will describe the details of the Compromise of 1850 and explain how this compromise delayed

C. The student will describe and give at least two examples of the following statement: Survival depends upo

D. The student will write a paper showing that compromise and adjustment is a natural evolutionary concept a surrender.

A. The student will identify in writing the concept of morality and choice in state, county, and city decision

B. The student will select a topic from a given list and describe the relationship that existed between the eve Hiroshima by the United States, Nationalizing the Suez Canal by Egypt, and Bombing of Pearl Harbor by

C. The student will construct a collage in small groups to show the concept morality and choice.

A. The student will list a nation's wants and put them in priority order.

B. The student, in small group sessions, will discuss differences between wants and needs.

C. The student will select from given examples of the Western movement and cite instances that show that sur

BEHAVIORAL OBJECTIVES

ompromise and adjustment are keys to successfully facing political, economical, social,and religious

50 and explain how this compromise delayed the outbreak of the Civil War.

e following statement: Survival depends upon the ability to adjust and compromise.

djustment is a natural evolutionary concept and should not be interpreted as a sign of weakness or

nd choice in state, county, and city decisions.

the relationship that existed between the event and the results that occurred, e.g., atomic bombing of
al by Egypt, and Bombing of Pearl Harbor by the Japanese.

the concept morality and choice.

order.

etween wants and needs.

ovement and cite instances that show that survival depends upon compromise.

## SUGGESTED MULTIMEDIA FOR HISTORY--LEVEL 10-

## STANDARD FOCAL REFERENCE GUIDES

Suggested that one of each of the following be made available for each six students

American
    Viewpoints: U.S.A.

Follett
    A History of the United States

Ginn
    The Growth of American Democracy
    Our American Republic

Harcourt, Brace and World
    Rise of the American Nation
    (also available in a two-volume set)

Holt, Rinehart and Winston
    Discovering American History

Laidlaw
    United States History
    Modern America

## CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each twenty students

ACC
    Diplomatic History of the U.S.

American Book Company
    Documents U.S.A.
    Africa and Africans

American Edu
    Public Issu
        Rise of
        Religio
        Today'
        Negro
        The Im
        The Ar
        The Ra
        The Ne
        Politic
        Commu
        20th C
        Nazi G
        Coloni
        Taking
        Th Mi
        China:
        Changi
        Southe
        India,
        Africa:

Benziger
    From Left
    Slavery t

Bruce
    Voices of

Documentary
    All Docun

Doubleday
    Black His

UGGESTED MULTIMEDIA FOR HISTORY--LEVEL 10-12

ing be made available for

ng be made available for

American Education
  Public Issues Series/ Harvard Social Studies Project
    Rise of Organized Labor
    Religious Freedom
    Today's Economics
    Negro Views of America
    The Immigrant's Experience
    The American Revolution
    The Railroad Era
    The New Deal
    Political Parties in the United States
    Communist China
    20th Century Russia
    Nazi Germany
    Colonial Kenya
    Taking a Stand
    The Middle East
    China: Troubled Asian Giant
    Changing Latin America
    Southeast Asia
    India, Pakistan
    Africa: Emerging Nations Below the Sahara

Benziger
  From Left to Right
  Slavery to Freedom

Bruce
  Voices of Convergence

Documentary Photo Aids
  All Documentary Photos

Doubleday
  Black History

Encyclopaedia Britannica
    The Annals of America (22 vols. 2 sets conspectus)
    The Negro in American History (3 vols.)

Ginn
    The Human Side of American History
    Conflict, Politics, and Freedom
    Your Rights and Responsibilities as an American Citizen, A Civics Casebook

Harcourt, Brace and World
    Impressions of America vol. 1-2
    Major Crisis in American History vol. 1-2
    40 American Biographies
    Living American Documents

Harper and Row
    The Immigrant in American History

Heath
    Basic Concepts in History
    Toward a More Perfect Union
    Problems in American Civilization (45 titles, to be used with the more gifted)
    New Dimensions in American History
        The European Mind and the Discovery of a New World
        British Views of the American Revolution
        The Ratification of the Constitution and The Bill of Rights
        The Missouri Compromise: Political Statesmanship or Unwise Evasion
        The Monroe Doctrine
        States' Rights and Indian Removal: The Cherokee Nation vs. the State of Georgia
        Andrew Johnson and the Struggle for Presidential Reconstruction, 1865-1868
        The 1920's: Rhetoric or Reality?
        Responses to Economic Collapse: The Great Depression of the 1930's
        Immigration: A Study in American Values
        The Negro Struggle for Equality in the Twentieth Century

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an Citizen,

d)

a New World

The Bill of Rights
esmanship or Unwise

Cherokee Nation

sidential

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es
Twentieth Century

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- The Spanish - American War: A Study in Policy Change
- Manifest Destiny and Expansionism in the 1840's

Basic Concepts in History and the Social Sciences
- Conflict and Consensus in the American Revolution
- Liberty and Power in the Making of the Constitution
- Democracy in the Age of Jackson
- Slavery and the Breakdown of the American Consensus
- Myth and Reality in the Populist Revolt
- The Status Revolution and the Progressive Movement
- The Enterpreneur in the Gilded Age
- Realism and Idealism in Wilson's Peace Program
- Presidential Power in the New Deal
- Containment and the Origins of the Cold War

Case Studies in Business History and Economic Concepts
- The Formative Era of American Enterprise: The Virginia Company, Boston Merchants and the Puritan Ethic, the Factory System
- Individual Enterprise and National Growth: The Dennison Manufacturing Company, The Ford Motor Company, Sears Roebuck and Company, The United Fruit Company

The Challenge of Big Business: The Northern Securities Company, The Standard Oil Combination, Labor-Management Relations in the Steel Industry

Holt, Rinehart and Winston
- American Problem Studies
- The Making of American Democracy vol. 1-2
- A Search for Awareness

Houghton - Mifflin
- The American Negro
- Focus on World Communism
- The World of Communism

Laidlaw
- Our Changing World
- Challenges in our Changing Urban Society

- Foreign Relations Series
  - The United States in the United Nations
  - The United States' Role in Latin America
  - Southeast Asia and American Policy
  - The United States and the Soviet Challenge
  - Africa and the World Today
  - America's Role in the Middle East
  - The United States and World Affairs
  - The New Europe the Common Market and the United States
  - Chinese Dilemma
  - Japan - Ally in the Far East
  - India and the World Today

Macmillan
- Recent America
- The American Past vol. 1-2
- A Sense of the Past
- New Perspectives in American History
  - The Road to Independence, 1763-1776
  - The Origins of the Constitution, 1776-1789
  - Government Through Opposition: Party Politics in the 1790's
  - The Hero and the People: The Meaning of Jacksonian Democracy
  - The Union Divides: Politics and Slavery, 1850-1861
  - The Progressive Movement: Traditional Reform
  - From Imperialism to Isolationism, 1898-1919
  - The New Deal: Interpretations
  - The Cold War: From Yalta to Cuba

McGraw - Hill
- The Humanities

Merrill
- Merrill Studies of American Documents
  - The Declaration of Independence
  - The Bill of Rights
  - The Monroe Doctrine
  - The Fourteen Points
  - The Marshall Plan
  - The Articles of Confederation

e United States

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Jacksonian

1850-1861
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Portal Press
  American History Program

Prentice Hall
  The Clash of Issues
  Todays Isms

Rand McNally
  A Synopsis of American History

Scholastic
  Great Issues in American History
    Rebels vs. Royalists, What Was the American Cause?
    The Pioneer vs. the Wilderness, Did the Frontier Create the American?
    MacArthur vs. Truman, How Should Communist Aggression Be Met?
    Woodrow Wilson and the League of Nations, Why Was a Just Cause Defeated?
    The Supreme Court, Guardian or Lawmaker?
    The American Civil War, Was it Inevitable?
    States' Rights vs. Centralization, in Whose Best Interests?
    The Negro in American History vol. 1-2
    Freedom and Control, Should a Democracy Tolerate Censorship?
    Nominating Conventions and the Electoral College, Is it Time For a Change?
    The Presidency, Does the Executive Have Too Much Power?
    Youth and Parents, Is the American Family too Permissive?
    Automation and its Challenge, Can Man Control the Machine?
    The Wets and the Drys, Drinking - What Are the Risks?

Scott Foresman
  Sources of the American Republic
  The Negro American: A Documentary History
  Ideas in Conflict
  The USSR and Communism: Source Readings and Interpretations
  A Study of the USSR and Communism: An Historical Approach
  A Soviet View of the American Past
  The Colonial and Revolutionary Eras, Exploration - 1783
  The Emergence of the Nation, 1783-1815
  The Advent of American Democracy, 1815-1845

Division and the Stresses of Reunion, 1845-1876
The Age of the Economic Revolution, 1876-1900
The Burdens of Progress, 1900-1929
Social and World Responsibility, 1929-1945
Affluence and Anxiety, 1945-present
The World in the Twentieth Century
Fifty Major Documents of the Twentieth Century
Marx and the Marxists
Fifty Major Documents of the Nineteenth Century
Conservatism
Basic Documents
Contemporary Africa: Continent in Transition
The Russian Revolutions of 1917
The Negro in the United States
American Capitalism
Liberalism: Its Meaning and History
The North Atlantic Civilization
NATO a Twentieth Century Community of Nations
Basic Documents in United States Foreign Policy
American Farmers Movements
Historic Decisions of the Supreme Court
Southeast Asia and the World Today
Historic Documents of World War I
Historic Documents of World War II
A Short History of Canada
Basic History of American Business
Basic Documents in Canadian History
Basic History of the Confederacy
A Basic History of the Old South
Mexico and the Caribbean
Soviet Foreign Policy, 1917-1941
Cardinal Documents in British History
Major Documents in American Economic History v. 1-2
Cold War Diplomacy 1945-1960
Movements of Social Dissent in Modern Europe
The People's Republic of China
World Communism
Third- Party Movements in the U.S.
The Idea of Racialism

Mussolini and Italian Fascism
Soviet Russian Imperialism
The Colonial Origins of American Thought
The Defeat of the Confederacy
Documents on Modern Africa
Varieties of Fascism
A Basic History of California
The Making of the American Constitution
European Economic History Documents and Readings
African Nationalism in the Twentieth Century
The Virginia Dynasty The United States, 1801-1829
Fifty Basic Civil War Documents
Immigration, the American Mosaic
The Weimar Republic
Soviet Economic Development
The Lower Mekong: Challenge to Cooperation in Southeast Asia
The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal
Pakistan: Emerging Democracy
The Soviet Union
The Changing Map of Africa
The Global Sea
Canada in the American Community
The Balkans in Transition
A New Soviet Heartland
The Alliance for Progress
Argentina: The Divided Land
Dilemmas Down Under
Military Geography
Mexico: Land of Sunshine and Shadow
The Northern Tier: Afghanistan, Iran, and Turkey
The Northeastern United States
The Southeastern United States
China Ageless Land and Countless People
China Emerging World Power
Studies in Economic Issues
    World Trade
    Economics of the Community
    Capitalism, Communism, Socialism
    Our Labor Force

    - Understanding Economic Growth
    - International Economic Problems
  - Problems in American History
    - The Causes of War: The American Revolution, The Civil War, and World War I
    - The Negro in America
    - Labor in American Society
    - The Supreme Court in American Life
    - American Foreign Policy
    - The Social Setting of Intolerance: The Know-Nothings, The Red Scare, and McCarthyism
    - Reform in America: Jacksonian Democracy, Progressivism, and The New Deal
    - Great Depressions: 1837-1844, 1893-1898, 1929-1939
    - Political Leadership in America
  - Economic Forces in American History
    - Problems of Prosperity and Leadership 1945
    - Adjustments to Depression and War 1930-1945
    - World Power and New Problems 1914-1930
    - The Growth of Industrial Enterprise 1860-1914
    - Commerce, Cotton, and Westward Expansion 1820-1860
    - Decisions That Faced the New Nation 1783-1820
    - Developing the American Colonies 1607-1783

- Silver Burdett
  - Avenues to America's Past
  - Great Ages of Man
  - Alternatives to Violence
  - The Meaning of Communism

- Spectrum
  - American Socialism

- Wiley and Sons
  - How Does a Minority Group Achieve Power?

## FILMSTRIPS

- Budek Films and Slides
  - The First American Frontier

- The New England Village
- The Inca Empire
- The Panama Canal

Educational Audio Visual
- American History in Political Cartoons
  - Lincoln's Presidential Campaign 6F 343
  - Theodore Roosevelt and America's Entry on the World Scene 6F 344
  - The Depression and the New Deal 8F 020

Encyclopaedia Britannica
- Indian Cultures of the Americas (series)
- Life in Early America (series)
- Settling the New World (series)
- Indian Cultures of the Southeast
- Indians of the Southwest
- Indians of the Northeast
- Indians of the Plains
- Indians and Eskimos of the Northeast
- New England Colonization
- The Middle Colonies
- The Southeren Colonies
- Colonial Government

Eye Gate
- The Story of America's People, Series One
  (Series of ten filmstrips with cassette or teach-a-tape)
- America Develops Worldwide Interests
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
- Our Dramatic Industrial Development - 1865-1900
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
- The United States in a Changing World
  (Series of nine filmstrips)
- The United States in a Troubled World 1920-1945
  (Series of nine filmstrips with cassette or conventional teach-a-tape)
- Leaders of America
  (Set of nine filmstrips with cassette or conventional teach-a-tape)
- Old World Backgrounds of American History
  (Series of nine filmstrips with cassette or conventional teach-a-tape)

Guidance Associates/ Harcourt, Brace and World
  Dwight D. Eisenhower: Soldier and Statesman
  Franklin Delano Roosevelt: The Years That Changed the Nation
  A Nation of Immigrants
  Woodrow Wilson: Idealism and American Democracy
  Benjamin Franklin: Symbol of the American Revolution
  The People's Choices: An Analysis of the Electoral College
  The Honorable Court: The Supreme Court of the United
    States Cities, U.S.A.
  Automation: Promise or Threat?
  Winston Churchill: The Man and the Century
  Soviet Union: Its People and Their Way of Life
  The Rise of Communism
  Japan: Emergence of a Modern Nation
  The Federal Law Making Process
  Transportation: Where Do We Go From Here?
  Our Money System
  Frontiers in Space and Undersea
  The Reckless Years, 1919-1929
  The Great Depression
  Harry S. Truman
  Emergence of the United States as a World Power
  Anatomy of U.S. Political Parties
  The American Presidency: A Study in Depth
  Teddy Roosevelt
  The American Revolution

Houghton Mifflin
  Great Issues and Decisions (Ten filmstrips and LP)

Life Education Program
  The Practical World of the Colonists #254
  The Affluent Society of the 18th Century #255
  The Sturdy Age of Homespun #256
  The Magnificent Classic Revival #257
  The Romantic Decades #258
  The Timeless Southwest #259
  The Age of Gilded Opulence #260

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  The Draft
  The U.S.
  Cuba - Fro
  Our Gove
  The Negro

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  Leading A
  Pathfinder
  Westward
  The Civil
  Evolution
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Opening of the West #264
American Transportation #266
Trail Blazers and Indians #267
Covered Wagon Days #268
Toward Statehood #269
Cowboys, Homesteaders, and Outlaws #270
American Revolution #278

Modern Learning Aids
- Critical Thinking Aids

Scholastic Magazines
- Viet Nam- Plight of a People
- The Draft - Who? How? and Why?
- The U.S. and the Soviet Union
- Cuba - From Friend to Foe
- Our Government Today - What Has It Grown Into?
- The Negro in U.S. History

Society for Visual Education
- Leading American Negroes
- Pathfinders Westward
- Westward Migration
- The Civil War
- Evolution of American Industry, Enterprise and Welfare (1650-1960)

U.S. History Society
- The Complete Pictorial Film Encyclopedia of American History

## TRANSPARENCIES

Encyclopaedia Britannica
- Wilson and the Territorial Settlement at Versailles (set of 8)
- What Caused the Rise of Hitler? (set of 8)

## MAPS AND ATLASES

Cole
- Atlas of American History

Follett
- Study Lessons in Map Reading

Hammond
- Hammond Historical Atlas

Rand McNally
- World Atlas
- Map Activities in American History
- Students Political Atlas of the World
- Map Activities in American History

## RECORDS

Scholastic
- Folkway Records
  - Heritage U.S.A. Vol, 1-2
  - American History in Ballad and Song Vol. 1
  - Songs of the Civil War
  - Songs of the American Negro Slaves
  - Interview with James A. Farley
  - Election Songs of the United States (1800-1948)
  - The White House or Bust - Seven Steps to the Presidency
  - The Untypical Politician

## TAPES AND FILM LOOPS

American Heritage
- The American Heritage Sound Archives of World War II
  - 16 reel set

Tapes Unlimited
- War Is. . . !! (A comparison of two wars, the War of 1812 and Viet Nam - 20 tapes)

A Fork in the Road (Twenty-five tapes dramatizing key historical speeches and their influence on the history of mankind)
Time Out For Propaganda (Ten tapes exploring propaganda and the most prevalent propaganda methods)

Thorne
  Kwajalein: Jungle Warfare
  The Hindenburg Disaster
  Hiroshima and Nagasaki
  World War I: German Entry into the War
  World War I: French Entry into the War
  World War I: Fire Power
  World War I: Trench Warfare
  Arrival of Immigrants at Ellis Island (1903-1906)
  The Potsdam Conference
  The Yalta Conference
  McKinley
  The Spanish-American War
  Spanish American War Battle Scenes
  Pearl Harbor
  The Spanish Civil War
  Cattle Wrangling (1898)
  The Boer War
  World War I: German U-Boat Warfare
  The Early Automobile
  Iwo Jima: Amphibious Assault
  Dunkirk
  The Blizkrieg
  The Rise of the Nazi Party
  The Normandy Invasion: Build-up
  The Construction of the Panama Canal
  Japanese Military Expansion
  World War I: U.S. Industry
  World War I: The Versailles Conference
  The German Surrender at Stalingrad
  V-E Day
  The New Deal: W.P.A.
  The United Nations Conference at San Francisco
  The Death of Franklin D. Roosevelt
  U.S. Industrial Conversion to World War II

The Munich Conference
The Klondike Gold Rush
World War I: The Airplane
The Dust Bowl
Wartime Relocation of Japanese-Americans
The Fall of France
Wartime Election: Roosevelt vs. Dewey
The Liberation of Nazi Concentration Camps
The French Underground: Paris Insurrection
The Normandy Invasion: D-Day
The Opening of the Nuremberg Trials
World War I: U.S. Entry into the War
The Early Ford Assembly Line
V-J Day
The New Deal T.V.A.
German-American Bundists
The New Deal: C.C.C.
The Battle of Britain
Italian Conquest of Ethiopia
The Beginning of the Depression

## 16mm FILMS

Aims
  Taxation Without Representation
  Colonial America In the 1760's
  Fighting for Freedom

Association Films
  The Golden Door
  Pollsters and Politics
  Smear: The Game of Dirty Politics
  Verdun: End of a Nightmare (Following CBS 20th Century Program)
  We Fed Our Enemies
  The Agony of Austria
  The Russo-Finnish War
  Sabotage
  The Silent Sentinel
  Battle of Bulge

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Battle of Cassino
Beachead at Anzio
D-Day: Buildup and Attack
Invasion of Sicily
The Liberation of Paris
Thunder in Munich
The Plots Against Hitler
The Remagen Bridge
The Road to Berlin
Target: North Africa
Army of the Damned
Partisan: The Nazi
Siege of Leningrad
Stalingrad
The Warsaw Uprising
Attack on Singapore
Burma Road and the Hump
Freedom for the Philippines
The Frozen War
Hiroshima
Tarawa
The Nisei: The Pride and the Shame
Over Here
The Strange Case of Rudolph Hess
Laval: Portrait of a Traitor
Patton and the Third Army
Rommel
How to Fight a Guerilla War
Japans Changing Face
Who Killed Anne Frank?
Zero Hour in Greece
End of an Empire
Ho Chi Minh
Korea: The Line
P.O.W.
Woman Doctor in Viet Nam
Berliners: Life in a Gilded Cage
Ethiopia: The Lion and the Cross, Part 1-2
Finland's Tug of War
France in Ferment

- Peron and Evita
- East Germany: Land Beyond the Wall
- Germany: Red Spy Target
- People Under Communism Today
- Poland on a Tightrope, Part 1-2
- The Red Sell, Part 1-2
- Riot in East Berlin
- Pop Buell: Hoosier at the Front

Bailey
- Mississippi River: Trade Route of Mid-America
- Cause and Affect of Civil War
- Rise of Industrialism
- Reform
- Becoming a World Power
- Golden Twenties
- Years of the New Deal
- Challenges of War and Peace

Contemprary Films/ McGraw-Hill
- Chickamauga
- A Time for Burning
- A Time Out of War

Encyclopaedia Britannica
- Middle Ages: Rise of Feudalism
- The Journals of Lewis and Clark

Film Associates
- Of Black America Series (8 16mm films)

Films, Inc.
- Civil Rights Movement - Historic Roots

Graphic Curriculum (The)
- Victory at Sea (Series of eleven films)
  - The Pacific Boils Over-Pearl Harbor, December 7, 1941
  - Midway is East - Japanese Victories and the Battle of Midway

nerica

, December 7, 1941
and the Battle

Sea and Sand- Invasion of North Africa, 1942-43
Roman Renaissance Sicily and the Italian Campaign
Normany - D-Day
The Battle for Leyte Gulf
The Fate of Europe - Black Sea, South of France, Surrender
Target Suribachi - Iwo Jima
The Road to Mandalay - China, Burma, India, and Indian Ocean
Design for Peace - Surrender of Japan and Aftermath of War
Guadacanal

IQ Films
- Profiles in Courage Set 1 (Series of eight films)
  - Anne Hutchinson
  - John Adams
  - George Mason
  - Chief Justice John Marshall
  - Senator Daniel Webster
  - Senator Thomas Hart Benton
  - President Grover Cleveland
  - President Woodrow Wilson

- Profiles in Courage Set 2 (Series of eight films)
  - Frederick Douglass
  - John Quincy Adams
  - Mary S. McDowell
  - Senator Edmund Ross
  - Richard T. Ely
  - Senator Andrew Johnson
  - Governor Sam Houston
  - Senator Oscar W. Underwood

- Profiles in Courage Set 3 (Series of ten films)
  - Prudence Crandall
  - General Alexander William Doniphan
  - Senator Thomas Corwin
  - Secretary of State Hamilton Fish
  - Governor John M. Slaton
  - Senator George W. Norris
  - Chief Justice Charles Evans Hughes

  - Senator Robert A. Taft

- Independent Film Producers
  - California and Gold
  - California's Dawn

- International Film Foundation
  - The Russian Consumer
  - The Russian Peasant
  - Women of Russia
  - Religion in Russia
  - Leisure Time, USSR
  - The Netherlands: Struggle for Land
  - Yugoslavia
  - Ancient Egyptian
  - Tropical Africa

- McGraw-Hill
  - United States Becomes A World Power
  - Our Immigrant Heritage
  - Age of Kennedy, Part 1-2
  - Cortes and the Legend, Parts 1-2
  - Leningrad, Parts 1-2
  - Tippecanoe and Lyndon Too
  - History of the Negro in America, Parts 1-2-3
  - Golden Twenties
  - Rise of the Industrial Giants
  - America Becomes an Industrial Nation
  - Autos, Autos Everywhere
  - Rise of Europe, 1000-1500
  - Crisis at Munich
  - I Pledge Allegiance
  - National Citizenship Test
  - Road to World War II
  - 29 Boom and 30 Depression
  - Rise of Organized Labor
  - Turn of the Century
  - Russia Czar to Lenin
  - Communications Explosion
  - Cities of the Future

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Parts 1-2-3

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Rise of Nationalism in Southeast Asia
Spanish Armada, The
Protective Tariff vs. Free Trade
Automation - Next Revolution
Growth of American Foreign Policy
Immigration
Trusts and Trust Busters
Freedom's Finest Hour

Neubacher-Vetter Film Productions
  Mexico: Land of Color and Contrast
  The Land of the Swiss
  Spain-Proud Past and Promising Future
  Spain Rediscovered

Sterling Educational Films
  General George Patton
  General Douglas MacArthur
  Huey Long
  Jackie Robinson
  Robert A. Taft
  Wendell Wilkie

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS
ANTHROPOLOGY

ECONOMICS

Levels 10-12

Vehicles

Microeconomics
Basic Economic Theories
Nature and Function of Money, Credit, Government, and Economy
International Economic Relationships
Comparative Economics

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| All economic systems are confronted by the problem of relative scarcity of unlimited wants and limited resources. | Scarcity | A. A<br>mu<br>B. Ne<br>orc<br>C. Th<br>tim |
| | Input and output | A. Mc<br>B. Al<br>prc<br>C. Fo<br>co |
| | Saving | A. Sa<br>B. A<br>bor<br>bor<br>C. Th<br>the<br>D. Th<br>sta |

| N | CONCEPTS | SUB-CONCEPTS |
|---|---|---|
| s are<br>oblem of<br>nlimited<br>sources. | Scarcity | A. A person's/nation's wants are almost endless; thus, a priority of wants must be established.<br>B. Needs are different from wants in that a person's needs must be met in order to survive.<br>C. There are definite limits as to the production of any given item. Many times production is unable to keep up with people's needs and wants. |
| | Input and output | A. Many individuals are producers of either goods or services.<br>B. All individuals are consumers; directly or indirectly they influence the production of items.<br>C. For a stable economy, there must be a balance between production and consumption. |
| | Saving | A. Savings are the accumulation of wealth or financial assets.<br>B. A financial asset is a claim on some other economic unit, a corporate bond, a promissory note, a United States savings bond, a muncipal bond, or a foreign government bond.<br>C. The savings of one individual or one group of individuals are offset by the debit of the second party.<br>D. The debit of an individual corporation or government is related to the stability or instability of an economic system. |

## BEHAVIORAL OBJECTIVES

A. The student will define the term "diminishing utility" and cite two examples of such a phenomen

B. The student will prepare a five-minute speech describing people's needs as compared to wants.

C. The student will prepare a chart that details the reasons for the depression of the 1930's and hypo to a recovery.

A. The student will construct a chart depicting five producers of goods and five service oriented acti the two groups.

B. The student will relate in small groups his role as a consumer and how as a high school student he

C. The student will select a certain product and orally relate the balance today of that product and

A. The student will write a brief report on what wealth and financial assets are.

B. The student will select a successful individual from American history and describe in writing how

C. The student will discuss in small groups the meaning of the following statement and will be able t individuals are offset by the debit of the second party.

D. The student will prepare an explanation for a panel discussion of the following idea: The debit o or instability of an economic system.

## BEHAVIORAL OBJECTIVES

e two examples of such a phenomena in action.

le's needs as compared to wants.

e depression of the 1930's and hypothesize five actions that government could take that would lead

goods and five service oriented activities and describe the relationship that exists between

and how as a high school student he influences the production of products.

e balance today of that product and its consumption.

ncial assets are.

history and describe in writing how they accumulated wealth and financial assets.

llowing statement and will be able to cite examples: The savings of one individual or one group of

n of the following idea: The debit of an individual corporation or government is related to the stability

| GENERALIZATION | CONCEPTS | S |
|---|---|---|
| Every society has some kind of economic system. This pattern of arrangements involves the production, distribution, and use of goods and services and reflects the values and objectives of the particular society. | Causation | A. There is a relationship between cause and effe |
| | | B. Causation attempts to develop a method of thin us. |
| | | C. Cause and effect have the character of multipl understood only if they know enough about the about several effects that seemingly become m |
| | | D. The fact that events do not just happen but tha and meaning of all social action. |
| | Government by the consent of the governed | A. Government is the creation of man to secure th and happiness. |
| | | B. Whenever government fails to secure the rights may alter it to make it a more effective instrum |
| | | C. To assure the respect for the practice of the va their government be established and operated b |
| | | D. In a government governing by consent of the g and representative legislatures established thro |
| | | E. Stability and the greatest guarantee of rights a |
| | Sovereignty of the nation-state in the community of nations | A. National sovereignty exists where common bon into such prominence as to form a nation. |
| | | B. Today, nations are more closely interrelated a |
| | | C. Limitations are set by growing technology and without considerations for the wishes of other n sovereignty to interdependence among nations. |
| | | D. Today, foreign policy is determined by govern role of sovereignty in the 20th century. |

## SUB-CONCEPTS

There is a relationship between cause and effect.

Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands.)

The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

Government is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.

Whenever government fails to secure the rights guaranteed to people through its constitutions, the people may alter it to make it a more effective instrument of their will.

To assure the respect for the practice of the values men choose as important to their lives, it is necessary that their government be established and operated by the consent of the governed.

In a government governing by consent of the governed, there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Stability and the greatest guarantee of rights and values is through government by the consent of the governed.

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the 20th century.

BEHAVIORAL OBJECTIVES

A. The student will, in a small group discussion, describe the relationship of cause and effect for a high sc

B. The student will write a two-page paper explaining how causation attempts to develop a method of th

C. The student will define the term "balance of payment" and describe the effects to the economy of a c
of time.

D. The student will describe any event in economic history that would prove this statement-- Events do n

A. The student will describe John Locke's Social Contract Theory and explain in writing its meaning as he

B. The student will read the statement: "Whenever government fails to secure the rights guaranteed to th
alter it to make it a more effective instrument of their will," and explain in writing if it means by ac

C. The student will explain in writing what must be done by men to assure the respect for the practice of

D. The student will list in writing and explain at least four democratic means of peacefully altering our c

E. The student will write a paper citing reasons why he thinks the United States has been a great and suc

A. The student will use a political wall map and differentiate between a nation and a nation-state.

B. The student will explain his reasons of why today's nations are more closely interrelated and constantl

C. The student will explain reasons in a panel discussion for modern nations giving-way of sovereignty to

D. The student will answer the following in writing: Who today decides foreign policy for the United St
changing role of sovereignty in the 20th century?

BEHAVIORAL OBJECTIVES

relationship of cause and effect for a high school dropout.

causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

nd describe the effects to the economy of a country if an unfavorable balance should continue over a period

that would prove this statement-- Events do not just happen, they are caused, e.g., the Great Depression.

Theory and explain in writing its meaning as he interprets it.

ment fails to secure the rights guaranteed to the people through its constitution, the people have a right to
vill," and explain in writing if it means by actual revolution and overthrow of the government.

y men to assure the respect for the practice of values men choose as important to their lives.

democratic means of peacefully altering our constitution.

inks the United States has been a great and successful country.

ate between a nation and a nation-state.

ons are more closely interrelated and constantly changing in their development and purposes.

or modern nations giving-way of sovereignty to interdependence among nations.

today decides foreign policy for the United States, and what characteristics are needed by these people in our

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| In a modern, complex economic system, individuals are dependent upon others for the satisfaction of many of their wants and needs. | Interaction | A. Individuals enter into relationships |
| | | B. Within a social system the interacti |
| | | C. Two general types of interaction ar |
| | | D. The basis of all human interaction i |
| | Institution | A. Every institution has statutes and sp |
| | | B. The three primary institutions in Am |
| | | C. Institutions are creations that devel |
| | | D. Every major institution must have or |
| | Culture | A. People are much alike in feelings a |
| | | B. People in other lands have customs |
| | | C. People throughout the world today a<br>the same time, are making changes |
| | | D. Individuals and groups of individual |

## SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

Every institution has statutes and special roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, are making changes to improve their way of life.

. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

## BEHAVIORAL OBJECTIVES

A. The student will keep a log over a given period of time noting the time spent with other individuals or g

B. The student will, over a given period of time, interview, investigate, study, and research three different pe that interaction follows a certain form.

C. The student will cite three examples of competition and three examples of cooperation that presently exi

D. The student will construct a chart demonstrating that economic theories are conducive to similar human i

A. The student will justify reasons for his selections of the roles and status of banks as economic institutions.

B. The student will list three primary institutions in American society and explain their effects on individua

C. The student will list nine needs and describe how each have become an institution.

D. The student will give a written report citing the differences between organization and institution.

A. The student will construct several posters to show that although people are much alike in feelings and ne

B. The student will present economic customs and traditions associated with his heritage.

C. The student will be given specified time to write a comparison of two countries depicting nations that ar to make changes to improve their way of life.

D. The student will give three written examples of individuals or groups of individuals with diverse backgro

EHAVIORAL OBJECTIVES

ime spent with other individuals or groups and orally defend the usefulness of this time..

tudy, and research three different people in business and construct a graph or chart illustrating

les of cooperation that presently exists between nations of the world.

ries are conducive to similar human interaction.

tus of banks as economic institutions.

nd explain their effects on individuals within our society.

e an institution.

en organization and institution.

ple are much alike in feelings and needs they differ in appearance, ideas, and customs.

with his heritage.

wo countries depicting nations that are striving to keep certain economic traditions and still striving

ps of individuals with diverse backgrounds who have contributed to our economic heritage.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Every economic system possesses regularities that make certain forms of prediction possible. | Social control | A. There are many types of authority th |
| | | B. There is a need for social control at |
| | Comparative advantage | A. A nation, group, or individual must<br>goals, be aware of the advantages c |
| | | B. Compromise and adjustment are an i<br>are the same. |
| | Power | A. Power has many connotations to man |
| | | B. Power relationships abound througho |
| | | C. Power can either be a goal or the m |

## SUB-CONCEPTS

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.

Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.

Power has many connotations to many different people.

Power relationships abound throughout society and societies.

Power can either be a goal or the means to goal attainment.

## BEHAVIORAL OBJECTIV

A. The student will state in small group discussions two basic economic theories and the social

B. The student will cite three examples of a nation's societal changes that have occurred direc

A. The student will make a chart listing the long-range economic goals of a nation, a group, a would realize.

B. The student will pose a problem that he will evaluate and resolve depicting advantages two

A. The student will discuss in small groups the connotations of power of three given basic econ

B. The student will summarize in three paragraphs or less the economic power relationships tha American middle class, American Negro, or American Indian.

C. The student will discuss in small groups the following statement: Power can either be a goa

## BEHAVIORAL OBJECTIVES

economic theories and the social control they represent.

changes that have occurred directly as a result of a change in their import/and or export patterns.

omic goals of a nation, a group, and an individual as well as the advantages and disadvantages that each

resolve depicting advantages two opposing economic forces may enjoy by compromise and adjustment.

of power of three given basic economic theories.

e economic power relationships that prevail in one of the four general classifications—American lower class,
dian.

tement: Power can either be a goal or the means to goal attainment.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| | Social change | A. Change is a neutral process; it may pi |
| | | B. Some societies change at a more rapi |
| | | C. There are many causes for social chan<br>1. Contact between cultures.<br>2. The interaction of new ideas or ma<br>3. The development of modern means<br>4. Innovation as means of meeting th |
| Economic conditions and systems change over a period of time. | The modified market economy | A. Expanding industry provides both labo |
| | | B. The depletion of natural resources can base. |
| | | C. Supply points for the need of conserva |
| | | D. Laws regulating the use of natural res |
| | | E. Monopoly and competition are essenti |

SUB-CONCEPTS

e is a neutral process; it may progress or decline.

ocieties change at a more rapid rate of progress than others.

are many causes for social change, such as the following:
ntact between cultures.
interaction of new ideas or materials within a culture.
development of modern means of communication and transportation.
ovation as means of meeting the challenge of social, economic, and political problems.

ding industry provides both labor and markets.

epletion of natural resources can adversely affect a community that does not have a diversified economic

y points for the need of conservation practices for future demands.

regulating the use of natural resources and controlling human activity benefit the majority.

poly and competition are essential parts of a freemarket system.

A. The student will write an example showing that change is a neutral process that may progress or

B. The student will prepare a convincing two-minute oral report showing that some societies change

C. The student will list and explain in writing at least four major reasons for social change.

A. The student will construct either a graph or poster demonstrating that an expanding industry provi

B. The student will explain how the depletion of natural resources can adversely affect a community

C. The student will write several examples from our past history stressing the concept that supply poi

D. The student, in small seminars, will discuss the value of the following statement: Laws regulating benefit the majority.

E. The student will write a three-page paper interpreting the following statements: Monopoly and c This is foreign to the American economy.

BEHAVIORAL OBJECTIVES

a neutral process that may progress or decline.

port showing that some societies change at a more rapid rate of progress than others.

ajor reasons for social change.

trating that an expanding industry provides both labor and markets.

ources can adversely affect a community that does not have a diversified economic base.

ory stressing the concept that supply points for the need of conservation practices for future demands.

following statement: Laws regulating the use of natural resources and controlling human activity

e following statements: Monopoly and competition when destroyed result in a controlled economic system.

STANDARD FOCAL REFERENCE GUIDES

Ginn
    Economics an Analytical Approach

Harcourt, Brace and World
    Comparative Economic Systems

Merrill
    Economics Principles and Practices

Southwestern
    Consumer Economic Problems

CONCEPT PENETRATION SOURCES

Clarion House
    Consumer Education

Ginn
    Readings and Cases in Economics

Heath
    Case Studies in Business History and Economic Concepts
        The Formative Era of American Enterprise:
        The Virginia Company, Boston Merchants, and the Puritan Ethic, the Factory System
        The Challenge of Big Business: The Northern Securities Company, the Standard Oil Combination, Labor-Management Relations in the Steel Industry

Merrill
    Prologue to Economic Understanding

Scot

## STED MULTI-MEDIA FOR ECONOMICS--LEVELS 10-12

d Economic Concepts
Enterprise:
Merchants, and the
m
The Northern
ard Oil Combination,
the Steel Industry

ng

Scott Foresman
- Studies in Economic Issues
  - World Trade
  - Economics of the Community
  - Capitalism, Communism, Socialism
  - Our Labor Force
  - Understanding Economic Growth
  - International Economic Problems
- Economic Forces in American History
  - Problems of Prosperity and Leadership, 1945-
  - Adjustments to Depression and War, 1930-1945
  - World Power and New Problems, 1914-1930
  - The Growth of Industrial Enterprise, 1860-1914
  - Commerce, Cotton, and Westward Expansion, 1820-1860
  - Decisions that Faced the New Nation, 1783-1820
  - Developing the American Colonies, 1607-1783
- Area Studies in Economic Progress
  - Sub-Saharan Africa Struggle Against the Past
  - China Development by Force
  - India Struggle Against Time
  - Japan Lessons in Enterprise
  - Latin America Reform or Revolution
  - The Middle East
  - The Soviet Union Communist Economic Power
  - Western Europe and the Common Market

Southwestern
- Contemporary Economic Problems and Issues

Van Nostrand
- Basic History of American Business
- Major Documents in American Economic History, Vol. 1
- Major Documents in American Economic History, Vol. 2
- Medieval Commerce
- European Economic History, Documents and Readings
- Soviet Economic Development

## FILMSTRIPS

Guidance Associates
- Preparing for the Jobs of the 70's
- Preparing for the World of Work
- Automation: Promise or Threat?

## TRANSPARENCIES

Heath
- A Visual Analysis of the American Economy

## 16mm FILMS

Bailey
- Microeconomics
- Basic Economic Theories
- Nature and Function of Money, Credit, Government, and Economy
- International Economic Relationships
- Comparative Economics

| | GENERALIZATION | CONCEPTS | |
|---|---|---|---|
| HISTORY<br>GEOGRAPHY<br>POLITICAL SCIENCE<br>ANTHROPOLOGY<br>SOCIOLOGY<br>ECONOMICS<br>GEOGRAPHY<br>Levels 10-12<br>Vehicles<br>Basic Historical, Physical, and Cultural Geographic Background of the World Relating to World Problems | Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural. | Geographical approach | A.<br>B.<br>C.<br>D.<br>E.<br>F. |
| | | Causation | A.<br>B.<br>C.<br>D. |
| | | Compromise and adjustment | A.<br>B.<br>C.<br>D. |

| CONCEPTS | SUB-CONCEPTS |
|---|---|
| Geographical approach | A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.<br>B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.<br>C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.<br>D. Geography has examined the interaction between man and his habitat; but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.<br>E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.<br>F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them. |
| Causation | A. There is a relationship of cause and effect.<br>B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.<br>C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands.)<br>D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action. |
| Compromise and adjustment | A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.<br>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.<br>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.<br>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender. |

## BEHAVIORAL OBJECTIVES

A. The student will research the area known as Appalachia describing the region, the people and thei
B. The student will make a study of Russia's lack of a warm water seaport and catalog or list the mo
Russia as a response to this geographic reality.
C. The student will discuss in small groups why the island of Taiwan (Formosa) presents a difficult pro
D. The student working in a study team will give an oral report on his opinion of why modern man, th
wildlife as well as many things he needs to provide ideal conditions for his own habitat.
E. The student will report in writing how the modes of earning a living in Denmark and Norway indic
F. The student will list similar geographical features of Japan and Great Britain.

A. The student, working in a study team, will research and present his findings in a panel report on the
B. The student will research and write a paper on differences in the strategy of (1) the D-Day actio
C. The student will list his reasons on the blackboard and explain or defend his opinions of why the U
D. The student will list the causes of the Boxer Rebellion according to his views of importance.

A. The student will write his views concerning the compromise and adjustments made by the Vichy go
B. The student will write a short sketch speculating early man's compromises with nature that enable
C. The student will orally present his opinions based on his findings of the compromises and adjustmen
D. The student will research in a study team the Pueblo incident and orally defend, argue, or broaden
Pueblo incident should not be interpreted as a sign of weakness.

BEHAVIORAL OBJECTIVES

escribing the region, the people and their culture and the circumstances that resulted in economic ruin.
vater seaport and catalog or list the moves, the attempts, the actions, or other influence used by

Taiwan (Formosa) presents a difficult problem for agriculture to support a large population.
ort on his opinion of why modern man, through urbanization processes, destroys the habitat of
conditions for his own habitat.
g a living in Denmark and Norway indicate different geographic features.
n and Great Britain.

sent his findings in a panel report on the cause and effect of the Yalta Agreement.
s in the strategy of (1) the D-Day action that was employed and (2) Churchill's recommendation .
plain or defend his opinions of why the USSR embarked on a policy that led to the cold war.
cording to his views of importance.

se and adjustments made by the Vichy government in the World War II setting.
an's compromises with nature that enabled him to live in communities rather than under nomadic conditions.
findings of the compromises and adjustments involved in Israel's present struggle to survive.
dent and orally defend, argue, or broaden the statement: The American government's reaction to the
akness.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation. | Habitat and its significance | A. Man affects and is affected by his natu |
| | | B. Habitat is the resource base of man's so |
| | | C. Water in the form of oceans, rivers, an agriculture, communication, transporta |
| | | D. Landforms influence climate and the pr |
| | | E. Climate influences ways of living. |
| | | F. Habitat tends to direct man until he ac |
| | | G. International problems are often cause |
| | | H. Rituals, ceremonies, and superstitions |
| | Input and output | A. Many individuals are producers of eith |
| | | B. All individuals are consumers; directl |
| | | C. For a stable economy, there must be a |
| | Scarcity | A. A person's/nation's wants are almost e |
| | | B. Needs are different from wants in that |
| | | C. There are definite limits as to the prod up with people's needs and wants. |

## SUB-CONCEPTS

affects and is affected by his natural environment.

tat is the resource base of man's society.

er in the form of oceans, rivers, and lakes covers three fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

nate influences ways of living.

itat tends to direct man until he accepts or alters it.

rnational problems are often caused by geographic conditions.

als, ceremonies, and superstitions of various people may be related to their physical environment.

ny individuals are producers of either goods or services.

individuals are consumers; directly or indirectly they influence the production of items.

a stable economy, there must be a balance between production and consumption.

erson's/nation's wants are almost endless; thus, a priority of wants must be established.

eds are different from wants in that a person's needs must be met in order to survive.

ere are definite limits as to the production of any given item. Many times production is unable to keep with people's needs and wants.

A. The student will compare and contrast the five largest countries in the world as to how natura as to which country is best suited geographically to be the world leader.

B. The student will select two filmstrips that he will show and make comments about in a small g civilization of ancient Rome exemplified a strong reliance on home and family as stabilizing

C. The student will list five rivers and five lakes he thinks greatly influence the people of the ar

D. The student will orally name ten different kinds of landforms as used in geographic media and

E. The student will orally name within a three-five minute period different kinds of climate and

F. The student will view a film on man and his environment and write an essay describing ways m

G. The student will list the natural resources used in our country in the process of industrializati

H. The student will list those resources that give us the greatest concern due to their rapid deple

A. The student will choose an occupation and report in writing the needs that would be fulfilled

B. The student will draw a supply and demand curve on a graph about a product of his choice

C. The student will choose a period that affects America's economy and in an essay explain the s affected the economy during that time.

A. The student, working in a study team, will ascertain facts about the needs of Clark County's pr which one should have priority over the other and explain his reasons for this choice.

B. The student will collect several cartoons and draw one of his own illustrating needs are differ

C. The student will research the post war problems facing Harry S. Truman and give a speech to Truman and their implications on the 1948 presidential election.

## BEHAVIORAL OBJECTIVES

gest countries in the world as to how natural environment affects their power structure and draw a conclusion
to be the world leader.
show and make comments about in a small group setting that emphasizes the following statement: The
reliance on home and family as stabilizing elements of their culture.
thinks greatly influence the people of the area in which they are located.
f landforms as used in geographic media and/or phenomena.
minute period different kinds of climate and comment on each.
onment and write an essay describing ways man uses to alter his habitat to better serve his needs and desires.
our country in the process of industrialization.
he greatest concern due to their rapid depletion and/or scarcity.

in writing the needs that would be fulfilled through his services in this role.
e on a graph about a product of his choice and explain it in a small group discussion.
rica's economy and in an essay explain the significance or balance of production and consumption as it

n facts about the needs of Clark County's proposal for a civic center complex and a sports stadium; then decide
d explain his reasons for this choice.
w one of his own illustrating needs are different from wants in that needs must be met to survive.
acing Harry S. Truman and give a speech to a seminar group explaining how these problems were handled by
ential election.

| GENERALIZATION | CONCEPTS | SUB-C |
|---|---|---|
| | Historical method and point of view | A. History is a process--a continuing development in<br>B. Every citizen who seeks an explanation for any ev<br>C. A historian is an observer who stands "amid the pr by him and that his particular place in time and s coloring and molding his thinking through moral p |
| Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized. | Culture | A. People are much alike in feelings and needs, alth<br>B. People in other lands have customs and traditions<br>C. People throughout the world today are striving to at the same time, making changes to improve thei<br>D. Individuals and groups of individuals of diverse ba |
| | Institution | A. Every institution has statutes and speical roles.<br>B. The three primary institutions in American society<br>C. Institutions are creations that developed from need<br>D. Every major institution must have organization an |

## SUB-CONCEPTS

istory is a process--a continuing development involving constant change.
ery citizen who seeks an explanation for any event should be made to understand he has a "point of view."
historian is an observer who stands "amid the process." This observer must realize events are flowing
him and that his particular place in time and space (his community, profession, church, school) is
loring and molding his thinking through moral pressure, stereotypes, and other current influences.

ople are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
ople in other lands have customs and traditions that have been passed down to them.
ople throughout the world today are striving to keep certain cultures and traditions that they value and
the same time, making changes to improve their way of life.
ividuals and groups of individuals of diverse background have contributed to our cultural heritage.

ery institution has statutes and speical roles.
e three primary institutions in American society have different effects on individuals within the society.
stitutions are creations that developed from needs of human beings.
ery major institution must have organization and a code of norms and specifications.

A. The student and two other members of a study team will research the project known as Tennesse changes that took place as a result of TVA. These changes might come under certain headings- select.

B. The student will select from a given list of nations at least four that participated in World War at least three references.

C. The student will assume the role of a historian and choose some particular period of American h influences as a part of history in light of his own individual point of view.

A. The student will select two geographical areas from a list of five and describe at least three wa these people.

B. The student will list the items that are part of the American cowboy's costume and explain the

C. The student will choose a cultural group to research and write an essay depicting ways in whic

D. The student will list some of the most difficult problems he thinks the Eskimo might have in mak

A. The student will assume the role of a newspaper editor and write his editorial opinion about the Justice Earl Warren. He will give some emphasis on the Supreme Court assuming a more impor by controversy and criticism. . . within the opinion patterns of the student's own point of view

B. The student will write a two or three page report as to why he thinks the church, as an instituti

C. The student will write as a historian the history of a union, e.g., U.A.W., C.I.O., and Rai

D. The student will orally explain the meaning of several terms of his choice pertaining to organiz strike, wildcat strike, and arbitration mediation board.

## BEHAVIORAL OBJECTIVES

earch the project known as Tennessee Valley Authority. In a panel discussion they will elaborate on
might come under certain headings--political, economic, social, or cultural as the study team might

four that participated in World War II and defend each nation's involvement using materials found in

ome particular period of American history that interests him. He will record the events, trends, and
point of view.

f five and describe at least three ways in which the people differ and at least five needs common to

cowboy's costume and explain their original use or need.
ite an essay depicting ways in which they exhibit their cultural heritage.
thinks the Eskimo might have in making a new home for himself in Mexico.

write his editorial opinion about the status and role of the Supreme Court during the tenure of Chief
upreme Court assuming a more important role and eventually coming into a less important role accompanied
ns of the student's own point of view.
he thinks the church, as an institution, has declined in influence in recent years.
, e.g., U.A.W., C.I.O., and Railroad Brotherhood.
ns of his choice pertaining to organized labor, e.g., closed shop, union shop, open shop, sit-down

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment. | Interaction | A. Individuals enter into relationships |
| | | B. Within a social system the interact |
| | | C. Two general types of interaction ar |
| | | D. The basis for all human interaction |
| | Geographical approach | A. In the field of geography, attention and on the interconnections among |
| | | B. Many different kinds of processes o biotic, economic, social, and polit |
| | | C. The distinctive purpose of geograph events related to unlike processes t |
| | | D. Geography has examined the intera the interaction among diverse cultu |
| | | E. Geography seeks understanding of |
| | | F. Grouping events and concepts toget principle by which to approach and |
| | Culture | A. People are much alike in feelings a |
| | | B. People in other lands have customs |
| | | C. People throughout the world today the same time, making changes to i |
| | | D. Individuals and groups of individual |

## SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are found in social systems.

The basis for all human interaction is found in social systems.

In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated.

Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes.

The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.

Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.

Geography seeks understanding of the causes and consequences of differences from place to place on the earth.

Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

## BEHAVIORAL OBJECTIVES

A. The student will list in order of their importance the personal characteristics he thinks people shou
and group relationships.

B. The student will editorialize on the custom of a man giving his seat to a lady as it used to be and h

C. The student will make a list of the different categories in which competition most clearly comes in
in seminar each category on his list as to the implications involved in the competitive aspects of o

D. The student will select a civic organization, such as Rotary or Kiwanis, interview an official of th
society, and make a written report on his findings.

A. The student will research the area known as Appalachia describing the region, the people, and thei

B. The student will make a study of Russia's lack of a warm water seaport and catalog or list the mo
Russia as a response to this geographic reality.

C. The student will discuss in small groups why the island of Taiwan (Formosa) presents a difficult pro

D. The student, working in a study team, will give an oral report on his opinion of why modern man, th
as well as many things he needs to provide ideal conditions for his own habitat.

E. The student will report in writing how the modes of earning a living in Denmark and Norway indic

F. The student will list similar geographical features of Japan and Great Britain.

A. The student will select two geographical areas from a list of five and describe at least three ways
these people.

B. Customs and traditions are passed down from one generation to another. All of the items used by t
outfit. List the items one by one, explaining, in another column, the use or need for each item,

C. Peoples of the world cling tenaciously to the customs and traditions of their own culture. The lea
write an essay on his findings and the ways in which they exhibit their cultural heritage.

D. The student will orally explain the meaning of several terms of his choice pertaining to organized
strike, wildcat strike, and arbitration mediation board.

## BEHAVIORAL OBJECTIVES

l characteristics he thinks people should possess in order to promote maximum harmony in individual

his seat to a lady as it used to be and how today this custom is rarely observed or practiced.
nich competition most clearly comes into play, e.g.,competition for job. He will orally explain
volved in the competitive aspects of our society.
or Kiwanis, interview an official of that organization to find out about its contributions to our

cribing the region, the people, and their culture, and the circumstances that resulted in economic ruin.
ater seaport and catalog or list the moves, the attempts, the actions, or other influence used by

iwan (Formosa) presents a difficult problem for agriculture to support a large population.
t on his opinion of why modern man, through urbanization processes, destroys the habitat of wildlife
for his own habitat.
a living in Denmark and Norway indicate different geographic features.
and Great Britain.

f five and describe at least three ways in which the people differ and at least five needs common to

to another. All of the items used by the American cowboy eventually became a part of his costume or
column, the use or need for each item, then draw a sketch of the cowboy dressed in all this regalia.
raditions of their own culture. The learner will choose a cultural group, study this culture, and
xhibit their cultural heritage.
s of his choice pertaining to organized labor, e.g., closed shop, union shop, open shop, sit-down

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| The character of a place is the product of the past as well as an interim phase in an ever changing existence. | Social change | A. Change is a neutral process; it mo |
| | | B. Some societies change at a more |
| | | C. There are many causes for social<br>1. Contact between cultures.<br>2. The interaction of new ideas o<br>3. The development of modern me<br>4. Innovation as means of meeting |
| | Input and output | A. Many individuals are producers of |
| | | B. All individuals are consumers; dir |
| | | C. For a stable economy, there must |
| | | A. Historically the process of industri |
| | | B. The industrial process was both ca<br>but it also set into motion several<br>farms to the cities. |
| | | C. Industrialization has provided jobs<br>soil and wanted to improve their p |
| | | D. With the growth of cities came slu<br>a demand for labor and immigratio |
| | | E. Industrial and commercial growth<br>the industrialization-urbanization<br>great hope and posed many serious |

## SUB-CONCEPTS

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change, such as the following:
1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

Historically the process of industrialization is a product of technical advance.

The industrial process was both cause and effect. It was a product of science and a new commercial age but it also set into motion several great social movements, such as the movement of population from the farms to the cities.

Industrialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.

With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.

Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.

BEHAVIORAL OBJECTIVES

A. The student will research the Office of Price Administration (OPA) created during Franklin Dela and give his conclusions about it orally in a question and answer interview simulating newspape

B. The student will list events in chronological order that surrounded the 18th and 21st Amendments

C. The student will write an essay on the law of supply and demand and draw a graph showing this choosing.

A. The student will select one occupation and/or career from a given list and explain reasons for hi

B. The student will list steps to take to restore a business to a profitable enterprise when money has expenditure.

C. The student will write an essay on the law of supply and demand and draw a graph showing this choosing.

A. The student will outline the growth of Japan as an industrial nation from 1853 to the present an

B. The student will list items other than natural resources needed to build a modern industrial coun

C. The student will team up with other students to organize a debate on the problem . . . Industry in an agrarian society than it is in an industrial society.

D. The student will choose one of the following statements and defend his choice in seminar:
  1. America is a melting pot of many different races and nationalities.
  2. America is not a melting pot . . . but rather it is a conglomerate of many cultural, racial,

E. The student will make a chart showing what the advantages and disadvantages are of a monopol

## BEHAVIORAL OBJECTIVES

n (OPA) created during Franklin Delano Roosevelt's administration to deal with problems of the time
nswer interview simulating newspapermen on the scene during that period.

ounded the 18th and 21st Amendments.

mand and draw a graph showing this on a supply and demand curve of some commodity of his own

a given list and explain reasons for his choice.

profitable enterprise when money has been taken out faster than income could balance out the rapid

emand and draw a graph showing this on a supply and demand curve of some commodity of his own

al nation from 1853 to the present and list five reasons for this accomplishment.

eded to build a modern industrial country.

debate on the problem . . . Industry creates more problems than it solves; therefore, life is preferable

nd defend his choice in seminar:
nationalities.
onglomerate of many cultural, racial, and ethnic groups.

es and disadvantages are of a monopoly.

## STANDARD FOCAL REFERENCE GUIDES

Macmillan
  The Wide World (1970 ed.)

Rand McNally
  Our Widening World

Southwestern
  World Geography

## CONCEPT PENETRATION SOURCES

Ginn
  World Resources
  The World. . . Its Geography in Maps

Portal Press
  Survival: A Geographic Approach Program

Rand McNally
  Handbook of Map and Globe Usage
  Relief Outline and Desk Outline Maps

Science Research Associates
  Map and Globe Skills

Van Nostrand
  Contemporary Africa: Continent in Transition
  Southeast Asia and the World Today
  The Benelux Countries: An Historical Survey
  Mexico and the Caribbean
  Cavour and the Unification of Italy
  The Era of Charlemagne
  Medieval Commerce

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## GESTED MULTIMEDIA FOR GEOGRAPHY--LEVELS 10-12

The People's Republic of China
World Communism
Islam and the West
European Economic History, Documents and Readings
African Nationalism in the Twentieth Century
The Ottoman Empire: Its Record and Legacy
The Lower Mekong: Challenge to Cooperation in
  Southeast Asia
The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal
Pakistan: Emerging Democracy
The Soviet Union
The Changing Map of Africa
The Global Sea
Canada in the American Community
The Balkans in Transition
A New Soviet Heartland
The Alliance for Progress
Argentina: The Divided Land
Dilemmas Down Under
Military Geography
Mexico: Land of Sunshine and Shadow
The Northern Tier: Afghanistan, Iran, and Turkey
The Northeastern United States
The Southeastern United States
China: Ageless Land and Countless People
China: Emerging World Power

gram

ransition

Survey

### FILMSTRIPS

Encyclopaedia Britannica
  U.S., Interior West #11370
  Then and Now in the U.S. #8700
  Central Europe #8960

Mediterranean Europe #8900
Israel: Land and People #9100

Eye Gate
Fundamental of Geography (Series of ten filmstrips with cassette or conventional teach-a-tape reel)
The Islands of the Pacific: A Regional Study (Series of ten filmstrips)
Modern Japan (A series of nine filmstrips)
U.S.S.R. (Russia) (Series of nine filmstrips with cassette or conventional teach-a-tape)

Life Education Program
World We Live in Series
The Earth is born
Miracle of the Sea
Face of the Land
Canopy of Air
Reptiles Inherit the Earth
Age of Mammals
Creatures of the Sea
Coral Reef
The Desert
Arctic Tundra
Rain Forest
Woods of Home
Starry Universe
The Antarctic
The Not-So-Solid Earth
Mighty Currents of the Sea
Landscapes of the Sea
The Mystery of Rain

Society for Visual Education
Living in the Americas (18 filmstrips)
Living in South America Today (6 filmstrips, 3 records)
Modern Central and Southern Europe (4 filmstrips)
Living in Iron Curtain Countries Today (7 filmstrips )
Modern Eastern and Southeastern Asia (8 filmstrips)

00
P100

(Series of ten filmstrips
ional teach-a-tape reel)
A Regional Study (Series

ne filmstrips)
f nine filmstrips with
each-a-tape)

trips)
6 filmstrips, 3 records)
rope (4 filmstrips)
. Today (7 filmstrips )
Asia (4 filmstrips)

Living in China Today (4 filmstrips, 2 records)
Modern Balkans, Southern and Southwestern Asia
(4 filmstrips)
Modern Australia and the Pacific Islands (4 filmstrips)

## TRANSPARENCIES

Allyn and Bacon
    Allyn and Bacon Series

Hammond
    Hammond Series

## MAPS, GLOBES, ATLASES

Denoyer - Geppert
    Wenchow Maps (all)
    Denoyer - Geppert Student Atlas

Follett
    Study Lesson in Map Reading

Hammond
    Hammond Student Atlas (Geographical and Historical)

Rand McNally
    Regional Atlas
    Goode's World Atlas
    Relief Outline and Desk Outline Map of Eastern Hemisphere
    Relief Outline and Desk Outline Map of Western Hemisphere

## TAPES AND FILM LOOPS

Doubleday (8mm Film Loops)

Contours
Latitude
Longitude

16mm FILMS

Av-ed
  China: A one Class Society
  The Changing World of Lebanon
  China: The Big Question

Encyclopaedia Britannica
  Australia
  Colombia and Venezuela
  China: A Portrait of the Land
  Alaska

McGraw - Hill
  Siberia: A Day in Irkutsk
  Israel: Making a Land Productive
  The Middle East: The Need for Water
  India: The Struggle for Food
  India: Urban Conditions
  Thailand: Winds of Change
  European Culture Region
  Afghanistan: Emerging from Isolation
  The Old Africa and the New Ethiopia
  New Zealand: Its Farms and Cities
  Turkey: Modern Reforms
  West Germany - Industrial
  South Africa
  Yugoslavia
  Rise of the Industrial Giants
  China: The Awakening Giant
  Scandinavia: The Rewards of Excellence
  Antarctica: The Cold Frontier
  Country Called Europe
  Low Countries, the Very Much Alive
  Farmer, The Feast or Famine

Global Struggle for Food
Britain – A Changing Culture
Our Vanishing Lands
Conservation: A Job for Young America
Brazil – The Troubled Land
So that Men are Free (Peru)
Brazil – The Rude Awakening
New Guinea
Iran: The Struggle to Industrialize
The Philippines: Island Republic
Canadian Shield: Saguenay Region
Feeding one Quarter of the Human Race
Czechoslovakia – Progress in Industry
Everchanging Lowlands
Australia: Challenge of a Growing Nation
Japan: A Nation of Growing Cities
Bushmen of Kalahari
Bolivia
Greece – So Rich, So Poor
Oceania

|  | GENERALIZATION | CONCEPTS |  |
|---|---|---|---|
| HISTORY<br>GEOGRAPHY<br>ANTHROPOLOGY<br>POLITICAL SCIENCE<br>SOCIOLOGY<br>ECONOMICS<br>**SOCIOLOGY**<br>**Levels 10-12**<br>**Vehicles**<br>Function of Society<br>Structure of the Group<br>Group Behavior<br>Group Influence on the Individual<br>Social Groups (family, school, church)<br>Political and Economics<br>Vocational and Ethnic Sub-Cultures and Social Economic Classes | Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure. | Social control | A. There |
|  |  |  | B. There |
|  |  | Loyalty | A. Loyal<br>than |
|  |  |  | B. Loyal<br>other |
|  |  |  | C. The<br>proc |
|  |  |  | D. Loya<br>free |
|  |  | Dignity of man | A. Relig |
|  |  |  | B. All |
|  |  |  | C. Hum<br>indiv |
|  |  |  | D. Wor<br>posit |

| CONCEPTS | SUB-CONCEPTS |
|---|---|
| Social control | A. There are many types of authority that act as means of social control. |
| | B. There is a need for social control at all levels of society. |
| Loyalty | A. Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process. |
| | B. Loyalty processes are those means employed to achieve as ends the other cultural values of a given society. |
| | C. The legislative process and the choosing of one's representatives are processes that should command loyalty. |
| | D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important ideas. |
| Dignity of man | A. Religions have developed a belief in the reverence of human life. |
| | B. All men are expected to respect the dignity of all other men. |
| | C. Human dignity should imply to every citizen the worth of all individuals. |
| | D. Worth of an individual cannot be judged by accomplishments or social position. |

## BEHAVIORAL OBJECTIVES

A. The student will prepare a pro and con fact sheet on three issues: (1) Never trust anybody over thirty. (2) C
makes it illegal to refuse employment to persons aged 45-65 solely on basis of age.

B. The student will select two levels of society and describe in writing the need for social control.

A. The student will construct three posters in small work groups to demonstrate that individuals do have a willi

B. The student will write a paper showing the relationship of this statement: "My country, right or wrong."

C. The student will write a paper giving examples from history that will explain the following statement: The
representatives are processes which should command loyalty.

D. The student will be given one of the following topics: human dignity, equality of opportunity, freedom of
describe that loyalty to ideas such as his topic is more important than symbols.

A. The student, in a seminar group, will defend or deny the justice of the Spartan's belief as opposed to the Chri

B. The student will select newspaper stories that illustrate that all men are expected to respect the dignity of

C. The student will write a history of his life showing his worth to society and, in small group discussions, defen

D. The student will be assigned either the "pro" or "con" for a debate session on the following statement: W
or social position.

## BEHAVIORAL OBJECTIVES

s: (1) Never trust anybody over thirty. (2) Can you trust anybody under thirty?and (3) New law
lely on basis of age.

iting the need for social control.

demonstrate that individuals do have a willing devotion to a cause greater than themselves.

tatement: "My country, right or wrong."

t will explain the following statement: The legislative process and the choosing of one's

lignity, equality of opportunity, freedom of speech, and freedom of religion and will orally
nt than symbols.

of the Spartan's belief as opposed to the Christians.

men are expected to respect the dignity of others.

society and, in small group discussions, defend his worth.

bate session on the following statement: Worth of an individual cannot be judged by accomplishments

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society. | Interaction | A. Individuals enter into relationships with |
| | | B. Within a social system the interaction of |
| | | C. Two general types of interaction are com |
| | | D. The basis of all human interaction is foun |
| | Institution | A. Every institution has statutes and special |
| | | B. The three primary institutions in America |
| | | C. Institutions are creations that developed |
| | | D. Every major institution must have organiz |
| | Culture | A. People are much alike in feelings and ne |
| | | B. People in other lands have customs and tr |
| | | C. People throughout the world today are str<br>the same time, making changes to improv |
| | | D. Individuals and groups of individuals of d |

## SUB-CONCEPTS

duals enter into relationships with a great number of individuals and groups.

a social system the interaction of individuals and groups follows a certain form.

eneral types of interaction are competition and cooperation.

sis of all human interaction is found in social systems.

institution has statutes and special roles.

ree primary institutions in American society have different effects on individuals within the society.

tions are creations that developed from needs of human beings.

major institution must have organization and a code of norms and specifications.

e are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

e in other lands have customs and traditions that have been passed down to them.

e throughout the world today are striving to keep certain cultures and traditions that they value and at
me time, making changes to improve their way of life.

iduals and groups of individuals of diverse background have contributed to our cultural heritage.

## BEHAVIORAL OBJECTIVES

A. The student will write a report on ethnic group relations considering problem background, communicati
solutions.

B. The student will describe in writing the patterns of his classmates' interactions stating whether or not t

C. The student will be placed in small groups and after a given period of time, will identify and explain

D. The student, in a small group, will explain in writing the following statement: The basis of all human in

A. The student will select an institution and list and explain in writing what the status and special roles a

B. The student will list and explain, from a sociologist's standpoint, the three primary institutions in Americ
individuals.

C. The student will list and describe in writing three needs and how they have developed into an America

D. The student in small group seminars will discuss and construct in writing the organization of his school

A. The student will construct a poster illustrating that people are much alike in feelings and needs, altho

B. The student will construct a collage illustrating people in other lands having customs and traditions tha

C. The student will select from his national heritage a certain culture or tradition that would exemplify h
class, food, and art.

D. The student will identify in writing individuals and groups of individuals of diverse background that ha

## BEHAVIORAL OBJECTIVES

ions considering problem background, communication, interaction between groups, and possible

is classmates' interactions stating whether or not they follow forms described by the instructor.

a given period of time, will identify and explain the reactions that occurred in the group.

the following statement: The basis of all human interaction is found in social systems.

plain in writing what the status and special roles are of that institution.

standpoint, the three primary institutions in American society and how each would have a different effect on

eeds and how they have developed into an American institution.

construct in writing the organization of his school, its norms, and specifications.

people are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

ple in other lands having customs and traditions that have been passed down to them.

certain culture or tradition that would exemplify his nationality and explain it before the class, e.g.,

groups of individuals of diverse background that have contributed to our cultural heritage.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies. | Social change | A. Change is a neutral process; it may proc |
| | | B. Some societies change at a more rapid r |
| | | C. There are many causes for social change<br>1. Contact between cultures.<br>2. The interaction of new ideas or mat<br>3. The development of modern means c<br>4. Innovation as means of meeting the |
| | Freedom and equality | A. Freedom refers to the relative absence o |
| | | B. In the Western world, equality has come equality of opportunity. |
| | | C. Taken to extremes, freedom may mean c |
| | | D. The concept of equality is an American It is committed to a belief in human dig of the individual with the equality of al |
| | Habitat and its significance | A. Man affects and is affected by his natur |
| | | B. Habitat is the resource base of man's soc |
| | | C. Water in the form of oceans, rivers, and agriculture, communication, transportat |
| | | D. Landforms influence climate and the pro |
| | | E. Climate influences ways of living. |
| | | F. Habitat tends to direct man until he acc |
| | | G. International problems are often caused |
| | | H. Rituals, ceremonies, and superstitions o |

## SUB-CONCEPTS

Change is a neutral process; it may progress or decline.

ome societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:
. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

Taken to extremes, freedom may mean chaos, and equality may become the tyranny of the majority.

The concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

A. The student will give examples of how change may progress or decline.

B. The student will give examples in writing of societies that are changing at a more rapid rate of prog

C. The student will explain in writing how social groups, family, school, and church have changed in

A. The student will define freedom as it pertains to him and as it pertains to all students in his school.

B. The student will write a paper explaining what equality means to the people of the Western world.

C. The student will construct a collage showing what would happen to the world if freedom and equalit

D. The student will explain in seminars what is meant by the concept of freedom and equality.

A. The student will depict how man affects and is affected by his natural environment by using pictures

B. The student will explain in small group sessions that habitat is the resource base of man's society.

C. The student, working with a small group, will construct a poster illustrating that water in the form of surface influencing climate, agriculture, communication, transportation, and trade.

D. The student will explain in writing how three landforms influence climate and provisions of food, sh

E. The student will list several types of climate and describe in writing how each influences ways of li

F. The student will give three examples of how habitat tends to direct man until he accepts or alters it

G. The student will name two international problems existing today that are caused by geographic cond

H. The student will select from a given list one ritual or ceremony and trace it historically to its origi

## BEHAVIORAL OBJECTIVES

ogress or decline.

that are changing at a more rapid rate of progress than others.

family, school, and church have changed in the last twenty-five years.

and as it pertains to all students in his school.

ity means to the people of the Western world.

uld happen to the world if freedom and equality were taken to extremes.

the concept of freedom and equality.

ed by his natural environment by using pictures cut from magazines.

habitat is the resource base of man's society.

ct a poster illustrating that water in the form of oceans, rivers, and lakes covers three-fourths of the earth's
tion, transportation, and trade.

rms influence climate and provisions of food, shelter, and clothing.

cribe in writing how each influences ways of living.

tends to direct man until he accepts or alters it.

isting today that are caused by geographic conditions and explain the geographic conditions.

or ceremony and trace it historically to its origin describing the major changes that have occurred.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| The interdependence of groups in a complex contemporary society serves as a bond that holds that society together. | Government by the consent of the governed | A. Government is the creation of man to s happiness. |
| | | B. Whenever government fails to secure th may alter it to make it a more effective |
| | | C. To assure the respect for the practice o that their government be established an |
| | | D. In a government governing by consent and representative legislatures establish |
| | | E. Stability and the greatest guarantee of |
| | Compromise and adjustment | A. Compromise and adjustment are the key change and conflict. |
| | | B. Man faces the need to compromise and surroundings. |
| | | C. Each culture is only a small part of a pr and compromise. Survival depends upo |
| | | D. Man should recognize compromise and a a sign of weakness or surrender. |
| | Comparative advantage | A. A nation, group, or individual must hav goals, be aware of the advantages and |
| | | B. Compromise and adjustment are an impo are the same. |

## SUB-CONCEPTS

overnment is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and ppiness.

henever government fails to secure the rights guaranteed to people through its constitutions, the people ay alter it to make it a more effective instrument of their will.

assure the respect for the practice of the values men choose as important to their lives, it is necessary at their government be established and operated by the consent of the governed.

a government governing by consent of the governed there are elections, courts, impeachment processes, nd representative legislatures established through which changes may be made.

ability and the greatest guarantee of rights and values is through government by consent of the governed.

ompromise and adjustment are the keys to successfully facing political, economic, social, and religious hange and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious urroundings.

Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment nd compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as sign of weakness or surrender.

A nation, group, or individual must have long-range goals for which to strive and in moving toward these goals, be aware of the advantages and disadvantages that develop along the way.

Compromise and adjustment are an important consideration when advantages enjoyed by two opposing forces are the same.

## BEHAVIORAL OBJECTIVES

A. The student will write a research paper of not less than five hundred words utilizing at least three
United States. He will also list two possible solutions that have been attempted by government a

B. The student will name and explain five legal methods to bring about change in government when

C. The student will prepare for a panel discussion different aspects of the following statements: To
important to their lives, it is necessary their government be established and operated by the conse

D. The student will select from a given list one social problem, e.g., care of the aged, housing for
legislation and court decisions that have formed society's present programs dealing with the probl

E. The student will explain in writing the concept of government by the consent of the governed.

A. The student will describe in writing his solution of a problem chosen from political, economic, so

B. The student will describe the economic reforms attempted by the Roosevelt administration to comb

C. The student will give several cultural problems that have existed for primitive people and how the

D. The student will use the concept of compromise and adjustment to justify in writing the fact that
to Germany during World War II in return for desperately needed ball bearings.

A. The student will demonstrate the advantages a nation or individual encounters while striking for

B. The student, in small groups, will describe orally how he would decide which candidate to vote

## BEHAVIORAL OBJECTIVES

hundred words utilizing at least three references that describes the problem of malnutrition in the
have been attempted by government agencies.

ng about change in government when government fails to secure the rights guaranteed to the people.

ects of the following statements: To assure the respect for the practice of the values men choose as
established and operated by the consent of the governed.

, e.g., care of the aged, housing for the poor, and medical aid for the indigent, and outline the major
resent programs dealing with the problem.

ent by the consent of the governed.

m chosen from political, economic, social, and religious change and conflict.

y the Roosevelt administration to combat the depression of 1929-1932.

xisted for primitive people and how their survival depends upon the ability to adjust and compromise.

ment to justify in writing the fact that the allies decided it was to their advantage to ship copper indirectly
eeded ball bearings.

dividual encounters while striking for a long-range goal by the use of a chart.

would decide which candidate to vote for if both men offered exact characteristics and backgrounds.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation. | Social change | A. Change is a neutral process; it |
| | | B. Some societies change at a mor |
| | | C. There are many causes for socia<br>1. Contact between cultures.<br>2. The interaction of new idea<br>3. The development of modern<br>4. Innovation as means of mee |
| | Empathy | A. Empathy is the concept of demo responses that are identical wit |
| | | B. Empathy is a basic function in s |
| | | C. The ability to exert empathy de to understand a person or a prob |
| | Government by the consent of the governed | A. Government is the creation of m happiness. |
| | | B. Whenever government fails to se alter it to make it a more effect |
| | | C. To assure the respect for the pra that their government be establi |
| | | D. In a government governing by c and representative legislatures e |
| | | E. Stability and the greatest guara |

## SUB-CONCEPTS

ge is a neutral process; it may progress or decline.

societies change at a more rapid rate of progress than others.

are many causes for social change such as the following:
ontact between cultures.
he interaction of new ideas or materials within a culture.
he development of modern means of communication and transportation.
nnovation as means of meeting the challenge of social, economic, and political problems.

thy is the concept of demonstrating the ability of an individual to understand others through one's self nses that are identical with or similar to the responses of others.

thy is a basic function in society in relation to sharing the attitudes and behavior of others.

bility to exert empathy depends on the amount of knowledge and experience one has when attempting derstand a person or a problem.

ernment is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and piness.

never government fails to secure the rights guaranteed to people through its constitutions, the people may it to make it a more effective instrument of their will.

ssure the respect for the practice of the values men choose as important to their lives, it is necessary their government be established and operated by the consent of the governed.

government governing by consent of the governed there are elections, courts, impeachment processes, representative legislatures established through which changes may be made.

ility and the greatest guarantee of rights and values is through government by consent of the governed.

## BEHAVIORAL OBJECTIVES

A. The student will write a paragraph during one class period describing elements of American cultur

B. The student will construct a chart showing at least five institutions within the society that have c

C. The student will explain four collages he constructed during a given period of time demonstrating
  1. Contact between cultures.
  2. The interaction of new ideas or materials within a culture.
  3. The development of modern means of communication and transportation.
  4. Innovation as a means of meeting the challenge of social, economic, and political problems.

A. The student will discuss in small groups what might happen if a group of marooned young men an

B. The student will select from the following list one individual and describe his feelings as to home,
American Indian - 1880
American Negro - 1860
Japanese-American - 1942
Japanese citizen - 1947
Nigerian citizen - 1969
Biafran citizen- 1969

C. The student will discuss in small groups the following statement: A sports figure of a minority gro

A. The student will describe in small groups an instance in which he was frustrated by the inflexibilit our courts.

B. The student, in a seminar group, will give oral reasons why there might be a trend in the near futur must occur if this were to happen.

C. The student will list and describe in writing the values man may consider important to his life.

D. The student, in small seminar groups, will discuss why so many advocates of change are going outsid

E. The student will explain in writing the meaning of the following concept: The United States has governed.

## BEHAVIORAL OBJECTIVES

eriod describing elements of American culture obtained through diffusion.

ve institutions within the society that have changed more rapidly than others.

d during a given period of time demonstrating the following causes for change:

a culture.
ion and transportation.
f social, economic, and political problems.

appen if a group of marooned young men and women from 6 different societies built up a shared culture.

ndividual and describe his feelings as to home, family, and culture.
Japanese citizen - 1947
Nigerian citizen - 1969
Biafran citizen- 1969

g statement: A sports figure of a minority group is a reflection on that group.

e in which he was frustrated by the inflexibility of bureaucracy in our government, school administration, or with

s why there might be a trend in the near future away from increased government control and what change

ues man may consider important to his life.

y so many advocates of change are going outside of the law to achieve their aims.

the following concept: The United States has assured a stable government through government by consent of the

## SUGGESTED MULTI-MEDIA FOR SOCIOLOGY--L

### STANDARD FOCAL REFERENCE GUIDES

American Book Company
  Principles of Sociology
  Sociology: An Introduction

Harcourt, Brace and World
  Human Behavior

Holt, Rinehart and Winston
  Modern Sociology

Macmillan
  Society Today and Tomorrow

### CONCEPT PENETRATION SOURCES

American Book Company
  Can the Earth Support Its Growing Population?

American Education
  Marching to Freedom

Bantam Pathfinders
  People and Places

Benefic Press
  Progress of the Afro-America
  From Left to Right

Crowell
  Reading in Sociology

Follett
  Budget Credit and Insurance

Harpe
  Inc

McGr
  An
  Ou

Prenti
  Lib

Vinta
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  Gr
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  Mc
  Vo

  Po
  LSD

ESTED MULTI-MEDIA FOR SOCIOLOGY--LEVELS 10-12

ulation?

Harper
    Indians and Other Americans- Two Ways of Life Meet

McGraw - Hill
    An American Dilemma
    Our Oriental Americans

Prentice - Hall
    Liberty and the Law - Case Studies in Bill of Rights

Vintage
    Crisis in Black and White

FILMSTRIPS

Guidance Associates
    A Nation of Immigrants

Schloat
    Myths of Prejudice

16mm FILMS

Bailey
    Functions of Society
    Structure of the Group
    Group Behavior
    Group Influence On the Individual
    Marijuana
    Man of Conscience
    Vocational and Ethnic Sub-Cultures and Social Economic Classes
    Politics and Economics
    LSD: Insight or Insanity?

CBS
- No Hiding Place

Coronet
- Right or Wrong
- Marriage is a Partnership
- Propaganda Techniques
- Your Job: Applying for It
- Your Job: Good Work Habits
- Your Job: Getting Ahead
- Your Job: You and Your Boss

Sid Davis
- Gang Boy

Encyclopaedia Britannica
- Megalopolis: Cradle of the Future
- Crime in Cities

Fund for Adult Education
- Aging: Modern Social Achievement

Independent Film Producers
- Where Were You During the Battle of the Bulge, Kid?
- Boss Toad

International Film Bureau
- Retire to Life
- Youth and the Law
- Roots of Happiness

McGraw - Hill
- Golden Age
- Our Changing Family Life
- Borderline
- Marriage Today
- Social Class in America
- Cooperation, Competition, Conflict
- India: The Struggle for Food

the Bulge, Kid?

India: Urban Conditions
Deprivation
From Generation to Generation
Farmer, The Feast or Famine
At Home, 2001
Standing Room Only
Cities of the Future
Everybody's Prejudice
Drop Out
How Much Affection
Feeding One Quarter of the Human Race

National Film Board of Canada
The Game

Sterling
The Story of a Prisoner
The Story of Debbie
A Trumpet for the Combo
Japan's New Family Patterns
Josef Goebbels
The Color of Man
Lewis Mumford on the City (6 films based on Lewis Mumford's book, The City in History)

Part 1: The City-Heaven and Hell
Part 2: The City- Cars or People
Part 3: The City and Its Region
Part 4: The Heart of the City
Part 5: The City as Man's Home
Part 6: The City and the Future

Sutherland
Education is Everybody's Business

University of Utah
Status and Role

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS
ANTHROPOLOGY

ANTHROPOLOGY

Levels 10–12

Vehicles

The Investigation of Regularities in Behavior
The Investigation of Variations in Behavior
The Investigation of Deviations in Behavior
Individual Personality in a Culture
Cultural Behavior
Cross Disciplinary Investigations of National Character
Industrial and Advanced Cultures

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world. | Culture | A. Peo app<br>B. Peo dow<br>C. Peo and to i<br>D. Indi trib |
| | Conflict – its origin, expression, and resolution | A. Cor and<br>B. Soc tha exi the wit<br>C. Thi pat ual |

| CONCEPTS | SUB-CONCEPTS |
|---|---|
| Culture | A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.<br>B. People in other lands have customs and traditions that have been passed down to them.<br>C. People throughout the world today are striving to keep certain cultures and traditions which they value and at the same time, making changes to improve their way of life.<br>D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage. |
| Conflict - its origin, expression, and resolution | A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.<br>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.<br>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life. |

## BEHAVIORAL OBJECTIVES

A. The student will draw three cartoons illustrating his own understanding that behavior reflects feeling native culture.

B. The student will do reading in the area of culture of the natives of Polynesia, such as Herman Melvi essay about this cultural group (of his choice) covering items that have colored their customs and tra

C. The student will explore media dealing with the Japanese customs centered around the Samarai warri will make an oral presentation of his findings using media of his own selection.

D. Some cultural values are born or somehow crystalize in time of war or other national struggles. Th "LaFayette Escadrille" and explain what contributions, if any in his opinion, they made on their cul

A. The student will research and write some opinions for an editorial column for a modern newspaper to a new kind of man in America.

B. The student will orally defend his views in a seminar class of the Chinese practice of parents shieldi and burdens.

C. The constant pressure of conflict is seen as being a fact of life throughout life and may be expressed an essay on either of these two subjects: (1) Life is a problem-solving situation or (2) Oh! Just to Thoreau.

## BEHAVIORAL OBJECTIVES

tanding that behavior reflects feelings, needs, and identification with man's inclination toward his

s of Polynesia, such as Herman Melville's Typee, and/or Hawaiian culture. He will then write an
at have colored their customs and traditions, e.g., tribal wars, volcanoes, fire gods, and taboos.

oms centered around the Samarai warriors. Along with one or two other members of a study team, he
his own selection.

of war or other national struggles. The student will investigate a World War I group known as the
in his opinion, they made on their culture in France and elsewhere.

ial column for a modern newspaper to refute or defend historians' contentions that the frontier produced

he Chinese practice of parents shielding their children completely from all of life's sadness, problems,

throughout life and may be expressed thus: Life is a problem-solving situation. The student will write
n-solving situation or (2) Oh! Just to get away from it all. Hint: Read selections from Emerson and

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system. | Social change | A. Change is a neutral process; it may progres |
| | | B. Some societies change at a more rapid rat |
| | | C. There are many causes for social change, s |
| | | 1. Contact between cultures. |
| | | 2. The interaction of new ideas or materi |
| | | 3. The development of modern means of |
| | | 4. Innovation as means of meeting the ch |
| | Causation | A. There is a relationship of cause and effect. |
| | | B. Causation attempts to develop a method of us. |
| | | C. Cause and effect have the character of mul understood only if they know enough about about several effects which seemingly beco |
| | | D. The fact that events do not just happen but and meaning of all social action. |

## SUB-CONCEPTS

. Change is a neutral process; it may progress or decline.

. Some societies change at a more rapid rate of progress than others.

. There are many causes for social change, such as the following:

1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

A. There is a relationship of cause and effect.

B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.)

D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

## BEHAVIORAL OBJECTIVES

A. The student will describe in written form how automation associated with industrial development in the United S
or worse. He will do the same for an underdeveloped country showing how problems are magnified because of t

B. The student will write a report speculating on the cause and possible solution of the situation wherein some nati
"built-in" problems to come to a deplorable condition e.g., traffic congestion, urban ugliness.

C. The student will write recommendations to remedy the implication that there are so many cars in America that th

A. The student will research and write a report about the causes of Spain's loss of empire and decline of Spanish in

B. The student, in writing, will offer some possible solutions that might correct the problem of deterioration and poss

C. The student will develop some speculations of his own about student unrest on college campuses.

D. The student will choose some area of reform and relate it to cause support from the standpoint of social progress

BEHAVIORAL OBJECTIVES

ociated with industrial development in the United States has affected all areas of society for better
ry showing how problems are magnified because of the rapidity of change.

possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows
traffic congestion, urban ugliness.

cation that there are so many cars in America that they are smothering the life of the nation.

s of Spain's loss of empire and decline of Spanish influence in the New World.

might correct the problem of deterioration and possible disappearance of some American cities.

student unrest on college campuses.

cause support from the standpoint of social progress or reform for reform's sake.

| GENERALIZATION | CONCEPTS | | SUB- |
|---|---|---|---|
| Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community. | Government by the consent of the governed | A. | Government is the creation of man to secure the happiness. |
| | | B. | Whenever government fails to secure the rights g alter it to make it a more effective instrument o |
| | | C. | To assure the respect for the practice of the valu their government be established and operated by |
| | | D. | In a government governing by consent of the gov and representative legislatures established throug |
| | | E. | Stability and the greatest guarantee of rights an |
| | Sovereignty of the nation-state in the community of nations | A. | National sovereignty exists where common bond into such prominence as to form a nation. |
| | | B. | Today nations are more closely interrelated an purposes. |
| | | C. | Limitations are set by growing technology and p without considerations for the wishes of other na sovereignty to interdependence among nations. |
| | | D. | Today foreign policy is determined by governme role of sovereignty in the twentieth century. |

## SUB-CONCEPTS

t is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and

overnment fails to secure the rights guaranteed to people through its constitutions,the people may
ake it a more effective instrument of their will.

e respect for the practice of the values men choose as important to their lives, it is necessary that
nment be established and operated by the consent of the governed.

ment governing by consent of the governed there are elections, courts, impeachment processes,
ntative legislatures established through which changes may be made.

nd the greatest guarantee of rights and values are through government by consent of the governed.

overeignty exists where common bonds of geographic, economic, political, and cultural ties emerge
rominence as to form a nation.

tions are more closely interrelated and they are constantly changing in their development and

s are set by growing technology and population. Modern nations can take only limited actions
onsiderations for the wishes of other nations, and the modern world is witnessing a giving-way of
y to interdependence among nations.

reign policy is determined by government officials whose understanding is related to the changing
vereignty in the twentieth century.

BEHAVIORAL OBJECTIVES

A. The student will investigate the political elements and other aspects of the government of England most stabilizing aspects of the English government.

B. The student will work in a study team to formulate some personal opinions that governments are sor

C. The student will research and make comparisons in writing showing contrasts of the government of

D. The student will make a list of officials who held office high in the American government and hav such proceedings.

E. The principle of self-determination, espoused by and exemplified by the United States, spread ar This led to the establishment of numerous so-called "mini nations" whose people had little experie The student will list the new nations that were formed right after World War II.

A. The country of Poland historically has been the victim of invasion on a number of occasions. Th the geographical aspects of Poland's numerous invasions.

B. The student will write his opinions and recommendations about the following statements: Great ex grams. If nations could feel secure as to their sovereignty and territory, these military expenditur

C. The student will make a study of and write examples of how the United States has faced situations untold degrees of responsibility in the realm of restraint and decorum among the world community

D. The student will make a list of developments and events that moved our nation away from its positi

## HAVIORAL OBJECTIVES

ts of the government of England and write a commentary explaining what, in his opinion, are the

pinions that governments are sometimes described as serving the greatest need of the greatest number.

contrasts of the government of Greece in ancient and modern times.

e American government and have been subjected to impeachment proceedings or the threat of

by the United States, spread among the people of the world especially right after World War II.
whose people had little experience in or little understanding of the processes of self-government.
orld War II.

on on a number of occasions. The student will research and determine facts for a written report on

following statements: Great expenditures are made by nations to build and maintain defense pro-
rritory, these military expenditures could be channeled into constructive programs.

nited States has faced situations where leadership in nuclear power has forced this country to assume
rum among the world community of nations.

ed our nation away from its position set forth in the Monroe Doctrine.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action. | Social control | A. There are many types of authority that |
| | | B. There is a need for social control at a |
| | Social change | A. Change is a neutral process; it may pr |
| | | B. Some societies change at a more rapid |
| | | C. There are many causes for social chan<br>1. Contact between cultures.<br>2. The interaction of new ideas or m<br>3. The development of modern mean<br>4. Innovation as means of meeting th |

SUB-CONCEPTS

A. There are many types of authority that act as means of social control.

B. There is a need for social control at all levels of society.

A. Change is a neutral process; it may progress or decline.

B. Some societies change at a more rapid rate of progress than others.

C. There are many causes for social change such as the following:

1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

## BEHAVIORAL OBJECTIVES

A. The student will use films and other media to develop a list of agencies that exercise some degre

B. The student will develop a chart showing that different levels of society respond to different agen

A. The student will describe in written form (1) how automation associated with industrial developme or worse and (2) how problems are magnified because of the rapidity of change in an underdevelo

B. The student will write a report speculating on the cause and possible solution of the situation wh "built-in" problems to come to a deplorable condition,e.g., traffic congestion, urban ugliness.

C. The student will write recommendations to remedy the implication that there are so many cars in

BEHAVIORAL OBJECTIVES

list of agencies that exercise some degree of social control.

levels of society respond to different agencies of social control, e.g., I.R.S. - labor unions.

ation associated with industrial development in the United States has affected all areas of society for better
f the rapidity of change in an underdeveloped country.

e and possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows
-e.g., traffic congestion, urban ugliness.

mplication that there are so many cars in America that they are smothering the life of the nation.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective. | Morality and choice | A. Morality dictates a standard of value. |
| | | B. Man as a reasoning animal has the opportuni<br>decisions. |
| | | C. Morality implies conscience and choice impl |
| | Social control | A. There are many types of authority that act a |
| | | B. There is a need for social control at all leve |

SUB-CONCEPTS

rality dictates a standard of value.

n as a reasoning animal has the opportunity to make free choices, but must accept responsibility for these cisions.

rality implies conscience and choice implies responsibility.

ere are many types of authority that act as means of social control.

ere is a need for social control at all levels of society.

## BEHAVIORAL OBJECTIVES

A. The student will research the puritan society of New England to substantiate or reject the staten

B. Crimes against society result in the criminal being alienated from his society. The student will
of civil liberties of citizens, e.g., felony.

C. The student will orally name sports or activities that might reveal the real character of a man.

A. The student will determine what means of social control Mao Tse-tung has used in communist Ch

B. The student will research and write a report on the validity of the following statement: Social
in different ways than in large metropolitan areas.

BEHAVIORAL OBJECTIVES

ngland to substantiate or reject the statement that some societies dictate the morality of its people.

enated from his society. The student will make a list of those offenses that cause incarceration and cancellation

ight reveal the real character of a man.

rol Mao Tse-tung has used in communist China and discuss each orally in a seminar class.

lidity of the following statement: Social control in small towns and villages takes different forms and is applied

| GENERALIZATION | CONCEPTS | SUB- |
|---|---|---|
| Analysis of the implications or functions of cultural behavior must take into account the explicit beliefs and intentions of the people involved. Analysis must also be made of the unnoticed, unintended further consequences called latent functions or particular acts and beliefs. | Culture | A. People are much alike in feelings and needs, alt |
| | | B. People in other lands have customs and tradition |
| | | C. People throughout the world today are striving t the same time, making changes to improve their |
| | | D. Individuals and groups of individuals of diverse |
| | Causation | A. There is a relationship of cause and effect. |
| | | B. Causation attempts to develop a method of think us. |
| | | C. Cause and effect have the character of multipli understood only if they know enough about the about several effects that seemingly become mor |
| | | D. The fact that events do not just happen but that and meaning of all social action. |

## SUB-CONCEPTS

ople are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

ople in other lands have customs and traditions that have been passed down to them.

ople throughout the world today are striving to keep certain cultures and traditions that they value and at
e same time, making changes to improve their way of life.

dividuals and groups of individuals of diverse background have contributed to our cultural heritage.

ere is a relationship of cause and effect.

ausation attempts to develop a method of thinking as well as an understanding of causes and effects around
s.

ause and effect have the character of multiplicity. (This means that operation of cause and effect can be
nderstood only if they know enough about the factors involved in the causal chain. A single act may bring
bout several effects that seemingly become more isolated as the series of effects expands.)

he fact that events do not just happen but that they are caused appears to be basic to a grasp of the course
nd meaning of all social action.

BEHAVIORAL OBJECTIVES

A. The student will draw three cartoons illustrating his own understanding that behavior reflects f
native culture.

B. The student will do reading in the area of culture of the natives of Polynesia, such as Herman
essay about this cultural group covering items that have colored their customs and traditions, e

C. The student will explore media dealing with the Japanese customs centered around the Samara
will make an oral presentation of his findings using media of his own selection.

D. The student will investigate a World War I group known as the "LaFayette Escadrille" and exp
ture in France and elsewhere.

A. The student will research and write a report about the causes of Spain's loss of empire and dec

B. The student in writing will offer some possible solutions that might correct the problem of dete

C. The student will develop some speculations of his own about student unrest on college campuse

D. The student will choose some area of reform and relate it to cause support from the standpoint

## BEHAVIORAL OBJECTIVES

nderstanding that behavior reflects feelings, needs, and identification with man's inclination toward his

atives of Polynesia, such as Herman Melville's Typee, and/or Hawaiian culture. He will then write an
olored their customs and traditions, e.g., tribal wars, volcanoes, fire gods, and taboos.

customs centered around the Samarai warriors. Along with one or two other members of a study team he
ia of his own selection.

s the "LaFayette Escadrille" and explain what contributions, if any in his opinion, they made on their cul-

uses of Spain's loss of empire and decline of Spanish influence in the New World.

hat might correct the problem of deterioration and possible disappearance of some American cities.

out student unrest on college campuses.

to cause support from the standpoint of social progress or reform for reform's sake.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behavior in response to the same fundamental human problems. | Dignity of man | A. Religions have developed a belief in the |
| | | B. All men are expected to respect the digni |
| | | C. Human dignity should imply to every citiz |
| | | D. Worth of an individual cannot be judged |
| | Interaction | A. Individuals enter into relationships with a |
| | | B. Without a social system, the interaction o |
| | | C. Two general types of interaction are comp |
| | | D. The basis of all human interaction is foun |
| | Secularization | A. Early tribes attributed productive rainfall, believed that their monarchs ruled by divi |
| | | B. During the Middle Ages, the universal ch |
| | | C. The development of the nation-state, nev resulted in secularization of life as we kn |

SUB-CONCEPTS

A. Religions have developed a belief in the reverence of human life.

. All men are expected to respect the dignity of all other men.

C. Human dignity should imply to every citizen the worth of all individuals.

D. Worth of an individual cannot be judged by accomplishments or social position.

A. Individuals enter into relationships with a great number of individuals and groups.

B. Without a social system, the interaction of individuals and groups follows a certain form.

C. Two general types of interaction are competition and cooperation.

D. The basis of all human interaction is found in social systems.

A. Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.

B. During the Middle Ages, the universal church was considered supreme in all facets of life.

C. The development of the nation-state, new cities, and industries brought about new interpretations of life that resulted in secularization of life as we know it in the twentieth century.

BEHAVIORAL OBJECTIVES

A. The student will familiarize himself with the American philosophers of the 1800's and early 190
sentation in seminar.

B. The student, in a small group class, will discuss the Pueblo incident as it relates to the dignity o

C. The student will cite facts, customs, and incidents about India or China that substantiates the
seems to have less significance in countries where population figures run wild and uncontrolled

D. The student will study the culture of the Australian Aborigine, the African Pygmy, and the Pol
ual's social position within each culture.

A. The student will list in order of their importance the personal characteristics that he thinks peo
and group relationships.

B. The student will editorialize on the custom of a man giving his seat to a lady as it used to be a

C. Competition is a basic premise in our society. The student will make a list of the different cat
competition for jobs, and explain orally in seminar the implications involved in the competitiv

D. Social systems give form and substance to social interaction. The student will select a civic or
that organization to find out about it's contributions to our society, and make a written report o

A. The student will gather facts about the Mormon experience in Utah centered around what is kno
and/or opinions.

B. The student will research and in a seminar setting, argue in favor of the following statement:
in all facets of life.

C. The student will compare the pre-secular world with the one we live in today and present in w
when secularization was not a facet of human dignity.

BEHAVIORAL OBJECTIVES

an philosophers of the 1800's and early 1900's and choose the works of one on which he will give an oral pre-

eblo incident as it relates to the dignity of man.

bout India or China that substantiates the following statement: The worth of the individual and human dignity
pulation figures run wild and uncontrolled.

Aborigine, the African Pygmy, and the Polynesian describing the economies of each in relation to the individ-

personal characteristics that he thinks people should possess in order to promote maximum harmony in individual

giving his seat to a lady as it used to be and how today this custom is rarely observed or practiced.

student will make a list of the different categories in which competition most clearly comes into play, e.g.,
the implications involved in the competitive aspects of our society.

eraction. The student will select a civic organization, such as Rotary or Kiwanis, interview an official of
to our society, and make a written report on his findings.

erience in Utah centered around what is known as the Miracle of The Gulls and write an essay on his findings

argue in favor of the following statement: During the Middle Ages, the universal church was considered supreme

h the one we live in today and present in writing his reasons for preferring to live now or in the earlier times
ity.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Explanation of human behavior is essentially one-sided and incomplete unless information about man's biological, cultural, social, and psychological characteristics is taken into account together with information about man's biophysical environment. | Geographical approach | A. In the field of geography, attention i<br>and on the interconnections among th |
| | | B. Many different kinds of processes of c<br>ic, economic, social, and political p |
| | | C. The distinctive purpose of geographic<br>events related to unlike processes tha |
| | | D. Geography has examined the interact<br>the interaction among diverse cultura |
| | | E. Geography seeks understanding of th<br>earth. |
| | | F. Grouping events and concepts togeth<br>principle by which to approach and c |
| | Dignity of man | A. Religions have developed a belief in |
| | | B. All men are expected to respect the c |
| | | C. Human dignity should imply to every |
| | | D. Worth of an individual cannot be jud |

SUB-CONCEPTS

the field of geography, attention is focused on the areal association of things and events of unlike origin d on the interconnections among things and events that are thus associated.

ny different kinds of processes of change are operating on the face of the earth. There are physical, biot- , economic, social, and political processes.

e distinctive purpose of geographic study is to develop concepts regarding the interaction of things and ents related to unlike processes that are associated with particular areas.

eography has examined the interaction between man and his habitat but equally significant are studies of e interaction among diverse cultural processes or among physical and biotic phenomena.

eography seeks understanding of the causes and consequences of differences from place to place on the rth.

rouping events and concepts together by the area on the globe in which they occur becomes an orderly rinciple by which to approach and analyze them.

eligions have developed a belief in the reverence of human life.

ll men are expected to respect the dignity of all other men.

uman dignity should imply to every citizen the worth of all individuals.

orth of an individual cannot be judged by accomplishments or social position.

## BEHAVIORAL OBJECTIVES

A. The student will research the area known as Appalachia describing the region, people and their culture,

B. The student will make a study of Russia's lack of a warm-water seaport and catalog or list the moves, th
a response to this geographic reality.

C. The student will research and present his findings orally in small group discussion substantiating the state
problem for agriculture to support a huge population on a large scale.

D. The student working in a study team will give an oral report on his opinion of why modern man, through
wildlife as well as many things he needs to provide ideal conditions for his own habitat.

E. The student will report in writing how modes of earning a living in Denmark and Norway indicate differ

F. The student will list the similar geographical features of Great Britain and Japan.

A. The student will select a person, movement, trend, or other means that most clearly personified or expre
in writing.

B. The student will record the facts of some incident of his choice in which matters of protocol are or wer
between people and nations, e.g., Paris peace talks.

C. The student will list those amendments in our Bill of Rights and elsewhere in the Constitution that deal
plain how these provisions imply that there is fundamental worth in every human being.

D. The student will study the cultures of the Australian Aborigine, African Pygmy, and the Polynesian an

## BEHAVIORAL OBJECTIVES

cribing the region, people and their culture, and circumstances that resulted in economic ruin.

ater seaport and catalog or list the moves, the attempts, the actions, or other influence used by Russia as

small group discussion substantiating the statement that the island of Taiwan (Formosa) presents a difficult arge scale.

t on his opinion of why modern man, through urbanization processes, destroys the habitat of animals and onditions for his own habitat.

iving in Denmark and Norway indicate different geographic features.

reat Britain and Japan.

r means that most clearly personified or expressed the spirit of the Renaissance and present his findings

oice in which matters of protocol are or were factors of some importance in the diplomatic relationship

and elsewhere in the Constitution that deal with the safeguarding of rights of all citizens and orally ex- worth in every human being.

ine, African Pygmy, and the Polynesian and list five common social characteristics of these three groups.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| Although the people of the world may be roughly and arbitrarily divided into different races or major groups based on physical characteristics, there are no pure races and probably never have been. There are large numbers of individuals who are intermediate in racial characteristics so that no sharp boundaries can be drawn separating the Negroid, Caucasoid, and Mongoloid people. | Secularization | A. Early tribes attributed productive rainfall, pi believed that their monarchs ruled by divine |
| | | B. During the Middle Ages, the universal churc |
| | | C. The development of the nation-state, new ci resulted in secularization of life as we know |
| | Habitat and its significance | A. Man affects and is affected by his natural en |
| | | B. Habitat is the resource base of man's society. |
| | | C. Water in the form of oceans, rivers, and lake agriculture, communication, transportation, |
| | | D. Landforms influence climate and the provisio |
| | | E. Climate influences ways of living. |
| | | F. Habitat tends to direct man until he accepts |
| | | G. International problems are often caused by ge |
| | | H. Rituals, ceremonies, and superstitions of vari |

SUB-CONCEPTS

es attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states that their monarchs ruled by divine right.

e Middle Ages, the universal church was considered supreme in all facets of life.

lopment of the nation-state, new cities, and industries brought about new interpretations of life that n secularization of life as we know it in the twentieth century.

cts and is affected by his natural environment.

is the resource base of man's society.

the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, ure, communication, transportation, and trade.

ms influence climate and the provision of food, shelter, and clothing.

influences ways of living.

tends to direct man until he accepts or alters it.

tional problems are often caused by geographic conditions.

, ceremonies, and superstitions of various people may be related to their physical environment.

BEHAVIORAL OBJECTIVES

A. The student will gather facts about the Mormon experience in Utah centered around what is known as the Mi and/or opinions.

B. The student will research and use his facts to argue in a seminar setting in favor of the following statement: considered supreme in all facets of life.

C. The student will orally compare the pre-secular world with the one we live in today and present his reasons secularization was not a facet of human society.

A. The student will compare and contrast the five largest countries in the world as to how natural environment which country is best suited geographically to be the world leader.

B. The student, in a small seminar setting, will select one or two filmstrips that substantiate the concept that the

C. The student will make a list of five rivers and five lakes that in his opinion greatly influence the people of

D. The student will orally name eight or ten different kinds of landforms used in geographic media and/or phen

E. The student will name orally, within a three or five minute period, as many different kinds of climates as he

F. The student will view a film on man and his environment and write an essay in which he describes ways man desires.

G. The student will list natural resources used in our country in the process of industrialization.

H. The student will list those resources that give us the greatest concern due to their rapid depletion and/or sc

EHAVIORAL OBJECTIVES

centered around what is known as the Miracle of the Gulls and write an essay on his findings

tting in favor of the following statement: During the Middle Ages, the universal church was

we live in today and present his reasons for preferring to live now or in the earlier times when

the world as to how natural environment affects their power structure and draw a conclusion as to

rips that substantiate the concept that the home is considered to be the cornerstone of man's society.

s opinion greatly influence the people of the area in which they are located.

rms used in geographic media and/or phenomena.

, as many different kinds of climates as he can and comment on each one.

e an essay in which he describes ways man uses to alter his habitat to better serve his needs and

rocess of industrialization.

ern due to their rapid depletion and/or scarcity.

| GENERALIZATION | CONCEPTS | |
|---|---|---|
| There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world. | Empathy | A. Empathy is the concept of demons identical with or similar to the re<br>B. Empathy is a basic function in so<br>C. The ability to exert empathy depe to understand a person or a proble |
| | Dignity of man | A. Religions have developed a belie<br>B. All men are expected to respect<br>C. Human dignity should imply to ev<br>D. Worth of an individual cannot be |

## SUB-CONCEPTS

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

Religions have developed a belief in the reverence of human life.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.

A. The student will choose and familiarize himself with some program of some country that depicts concer
group discussion.

B. The student will research the agency called VISTA, decide where he would like to serve, and explai
worthwhile contribution as a VISTA worker.

C. The student will assess and make written recommendations on the overall problems of mine workers and

A. The student will familiarize himself with the American philosophers of the 1800's and early 1900's an
seminar.

B. The dignity of man suffers certain consequences of conditions and circumstances in time of war and ho
incident as it relates to the dignity of man.

C. The student will cite facts, customs, and incidents about India or China that substantiates the followi
seems to have less significance in countries where population figures run wild and uncontrolled.

D. The student will select two cultures from a given list and describe five attributes valued by each cultu
by the present American society, e.g., honesty, truthfulness, cleanliness, and loyalty.

BEHAVIORAL OBJECTIVES

ɪm of some country that depicts concern for human needs and give his evaluation of it in a small

ere he would like to serve, and explain what he would do in rendering service or making some

e overall problems of mine workers and their demands for improvement of their working conditions.

hers of the 1800's and early 1900's and choose the works of one to give an oral presentation on in

nd circumstances in time of war and hostility. The student, in a small group, will discuss the Pueblo

or China that substantiates the following sentence: The worth of the individual and human dignity
igures run wild and uncontrolled.

ibe five attributes valued by each culture. He will then compare these attributes with those valued
cleanliness, and loyalty.

| GENERALIZATION | CONCEPTS | SU |
|---|---|---|
| Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well. | Conflict, its origin, expression, and resolution | A. Conflict is characteristic of the growth and dev<br>B. Society is constantly pressured to respond to co young students from the fact of its existence, w them to develop healthy attitudes toward confli<br>C. This concept is developed to assist the student with classmates, between individuals and the st |
| | Social change | A. Change is a neutral process; it may progress or<br>B. Some societies change at a more rapid rate of p<br>C. There are many causes for social change, such<br>1. Contact between cultures.<br>2. The interaction of new ideas or materials<br>3. The development of modern means of comm<br>4. Innovation as means of meeting the challe |

SUB-CONCEPTS

characteristic of the growth and development of individuals and of civilization as a whole.

constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield dents from the fact of its existence, we should make them aware of the origins of conflict and help evelop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

ept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether mates, between individuals and the state, or between nations to be used throughout life.

a neutral process; it may progress or decline.

ieties change at a more rapid rate of progress than others.

many causes for social change, such as the following:

tact between cultures.

interaction of new ideas or materials within a culture.

development of modern means of communication and transportation.

ovation as means of meeting the challenge of social, economic, and political problems.

## BEHAVIORAL OBJECTIVES

A. The student will make a written report on a selected period of struggle in American history that c

B. The student will respond orally with opinions and conclusions about a human experience in confli
Tristan Da Cunha and their decisions to remain in their new found environment or return when the

C. The student will describe the function of the Federation of Iroquois known as "The Five Nations"
of conflict resolution with those of the United States at the present time.

A. The student will describe in written form (1) how automation associated with industrial developme
or worse and (2) how problems are magnified because of the rapidity of change in an underdevelo

B. The student will write a report speculating on the cause and possible solution of the situation wh
"built-in" problems to come to a deplorable condition, e.g., traffic congestion, urban ugliness.

C. The student will write recommendations to remedy the implication that there are so many cars in

BEHAVIORAL OBJECTIVES

f struggle in American history that contributed to the maturity of our country.

s about a human experience in conflict such as the volcanic activities that forced the people away from found environment or return when the volcano subsided.

oquois known as "The Five Nations" and the organization of the Inca Empire and compare their patterns resent time.

associated with industrial development in the United States has affected all areas of society for better apidity of change in an underdeveloped country.

possible solution of the situation wherein some nations grow so rapidly that the lack of planning allows traffic congestion, urban ugliness.

cation that there are so many cars in America that they are smothering the life of the nation.

| GENERALIZATION | CONCEPTS | S |
|---|---|---|
| Anthropologists and other scientists have discovered no human biological characteristics that are unaffected by life experiences and environmental conditions. Conversely, no human characteristics of thought or action can be regarded as unaffected by genetically inherited biological factors. | Geographical approach | A. In the field of geography attention is focused and on the interconnections among things and |
| | | B. Many different kinds of processes of change a biotic, economic, social, and political proce |
| | | C. The distinctive purpose of geographic study i events related to unlike processes that are as |
| | | D. Geography has examined the interaction betw the interaction among diverse cultural proces |
| | | E. Geography seeks understanding of the causes earth. |
| | | F. Grouping events and concepts together by th principle by which to approach and analyze |
| | Empathy | A. Empathy is the concept of demonstrating the identical with or similar to the responses of o |
| | | B. Empathy is a basic function in society in rela |
| | | C. The ability to exert empathy depends on the understand a person or a problem. |

## SUB-CONCEPTS

e field of geography attention is focused on the areal association of things and events of unlike origin on the interconnections among things and events that are thus associated.

y different kinds of processes of change are operating on the face of the earth. There are physical, ic, economic, social, and political processes.

distinctive purpose of geographic study is to develop concepts regarding the interaction of things and nts related to unlike processes that are associated with particular areas.

ography has examined the interaction between man and his habitat but equally significant are studies of interaction among diverse cultural processes or among physical and biotic phenomena.

ography seeks understanding of the causes and consequences of differences from place to place on the rth.

ouping events and concepts together by the area on the globe in which they occur becomes an orderly nciple by which to approach and analyze them.

pathy is the concept of demonstrating the ability to understand others through one's self-responses that are entical with or similar to the responses of others.

pathy is a basic function in society in relation to sharing the attitudes and behavior of others.

e ability to exert empathy depends on the amount of knowledge and experience one has when attempting to nderstand a person or a problem.

## BEHAVIORAL OBJECTIVES

A. The student, in a seminar group, will assume the role of chairman of a neutral arbitration committee s
possession of Gibraltar.

B. The student will ascertain data and present suggestions as to how the people of the area of Lake Titi
discovered a rare type of frog thriving in the lake reducing the abundance of fish and other marine

C. The student will assess in writing the statement of Walter Hickel, Secretary of the Interior, about

D. The student, in a study team, will list the races that have mixed with the Hawaiians and evaluate th

E. The student will orally report the problems that developed over the Rio Grande and how they were

F. The student, in a study team, will research and give a written presentation on the border problems of

A. The student will choose and familiarize himself with some program of some country that depicts con
discussion.

B. The student will research the agency called VISTA decide where he would like to serve, and explo
some worthwhile contribution as a VISTA worker.

C. The student will assess and make written recommendations on the overall problems of mine workers

BEHAVIORAL OBJECTIVES

hairman of a neutral arbitration committee selected to resolve the dispute between Spain and Britain over the

as to how the people of the area of Lake Titicaca may best respond to the facts that marine scientists have
cing the abundance of fish and other marine life so much that the lake provides little or no food for the people.

er Hickel, Secretary of the Interior, about conservation that got him into a lot of political hot water.

mixed with the Hawaiians and evaluate the effects they have on that state.

ped over the Rio Grande and how they were finally resolved.

ritten presentation on the border problems of the Rio Grande relative to "wet backs" and/or "Braceros."

ome program of some country that depicts concern of human needs and give his evaluation of it in a small group

cide where he would like to serve, and explain what he would propose to do in rendering service or making

ions on the overall problems of mine workers and their demands for improvement of their working conditions.

| GENERALIZATION | CONCEPTS | SUB-C |
|---|---|---|
| Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics are understandable as learned cultural patterns rather than biologically inherited characteristics. | Dignity of man | A. Religions have developed a belief in the reverence<br>B. Most men are expected to respect the dignity of a<br>C. Human dignity should imply to every citizen the w<br>D. Worth of an individual cannot be judged by accom |
| | Empathy | A. Empathy is the concept of demonstrating the abili identical with or similar to the responses of others<br>B. Empathy is a basic function in society in relation<br>C. The ability to exert empathy depends on the amou understand a person or a problem. |
| | Loyalty | A. Loyalty is the willing devotion of an individual t tion, idea, or process.<br>B. Loyalty processes are those means employed to ac<br>C. The legislative process and the choosing of one's |
| | Government by the consent of the governed | A. Government is the creation of man to secure the happiness.<br>B. Whenever government fails to secure the rights gu alter it to make it a more effective instrument of<br>C. To assure the respect for the practice of the value their government be established and operated by<br>D. In a government governing by consent of the gove representative legislatures established through wh |
| | Freedom and equality | A. Freedom refers to the relative absence of perceive<br>B. In the Western World, equality has come to mean of opportunity.<br>C. Taken to extremes, freedom may mean chaos, and |

## SUB-CONCEPTS

ions have developed a belief in the reverence of human life.
men are expected to respect the dignity of all other men.
n dignity should imply to every citizen the worth of all individuals.
h of an individual cannot be judged by accomplishments or social position.

thy is the concept of demonstrating the ability to understand others through one's self-responses that are
tical with or similar to the responses of others.
thy is a basic function in society in relation to sharing the attitudes and behavior of others.
ability to exert empathy depends on the amount of knowledge and experience one has when attempting to
rstand a person or a problem.

ity is the willing devotion of an individual to a cause greater than himself as represented by an institu-
, idea, or process.
lty processes are those means employed to achieve as ends the other cultural values of a given society.
legislative process and the choosing of one's representatives are processes which should command loyalty.

ernment is the creation of man to secure the rights of the individual to safety, tranquility, freedom, and
piness.
never government fails to secure the rights guaranteed to people through its constitutions, the people may
r it to make it a more effective instrument of their will.
ssure the respect for the practice of the values men choose as important to their lives, it is necessary that
r government be established and operated by the consent of the governed.
government governing by consent of the governed there are elections, courts, impeachment processes, and
resentative legislatures established through which changes may be made.

edom refers to the relative absence of perceived external restraints on individual behavior.
he Western World, equality has come to mean equality before law, equal access to suffrage, and equality
pportunity.
en to extremes, freedom may mean chaos, and equality may become the tyranny of the majority.

## BEHAVIORAL OBJECTIVES

A. The student will select a person, movement, trend, or other means that most clearly personified or e writing.

B. The student will record the facts of some incident of his choice in which matters of protocol are or between people and nations, e.g., Paris peace talks.

C. The student will list those amendments in our Bill of Rights and elsewhere in the Constitution that de how these provisions imply that there is fundamental worth in every human being.

D. The first paragraph of the Constitution extolls the fundamental or inherent worth and/or rights of ma of them in a small group discussion class.

A. The student will choose and familiarize himself with some program of some country that depicts conc discussion.

B. The student will research the agency called VISTA and decide where he would like to serve and exp some worthwhile contribution as a VISTA worker.

C. The student will assess and make written recommendations on the overall problems of mine workers a

A. The student will give an oral report on how certain aspects of life in Greece relate to Greek devoti

B. The student will give an oral report on the plight and eventual fate of the Loyalists as events of the

C. The student, in a study team, will give an oral report emphasizing Americans' dislike for Hessians.

A. The student will investigate the political elements and other aspects of the government of England a most stabilizing aspects of the English government.

B. The student, working in a study team, will formulate some personal opinions and organize a class de times described as serving the greatest needs of the greatest numbers.

C. The student will research and show in writing contrasts of the government of Greece in ancient and

D. The student will make a list of officials who held office high in the government and have been subje

A. Some so-called new nations are not ready for freedom due to lack of experience in self-government a list of countries that, in his opinion, are not ready for freedom and explain reasons for his choice

B. The student will write a report on the consequences of the struggle for suffrage and equal opportunit

C. The student will show in writing how the French Revolution exemplified freedom as chaos and equali

## BEHAVIORAL OBJECTIVES

means that most clearly personified or expressed the spirit of the Renaissance and present his findings in

ice in which matters of protocol are or were factors of some importance in the diplomatic relationships

nd elsewhere in the Constitution that deal with the safeguarding of rights of all citizens and orally explain
in every human being.
tal or inherent worth and/or rights of man. The student will quote these lines and make his own evaluation

rogram of some country that depicts concern of human needs and give his evaluation of it in a small group

ide where he would like to serve and explain what he would propose to do in rendering service or making

n the overall problems of mine workers and their demands for improvement of their working conditions.

of life in Greece relate to Greek devotion to perfection of beauty, e.g., Olympic games, Acropolis.
tual fate of the Loyalists as events of the Revolution came to fruition.
hasizing Americans' dislike for Hessians.

er aspects of the government of England and write a commentary explaining what, in his opinion, are the

personal opinions and organize a class debate relative to the following statement: Governments are some-
t numbers.
he government of Greece in ancient and modern times.
gh in the government and have been subjected to impeachment proceedings or the threat of such proceedings.

to lack of experience in self-government and education in the processes of freedom. The student will make
reedom and explain reasons for his choice.
struggle for suffrage and equal opportunities for women from its inception up to the present time.
n exemplified freedom as chaos and equality as the tyranny of the majority.

## STANDARD FOCAL REFERENCE GUIDES

Harcourt, Brace, and World
  Anthropology

## CONCEPT PENETRATION SOURCES

Bantam
  People and Places

Doubleday
  They All Discovered America

Dutton
  Man's Rise to Civilization

Houghton Mifflin
  Patterns of Culture

Macmillan
  Bibliography of Anthropology

## FILMSTRIPS

RMI
- The Pueblo Indian Story
- Southwest Indian Crafts
- Age of the Maya
- The Navajo Story
- The Land and the People
- The Mouth of the Well of the Itza
- The Plains of Yucatan
- The Jungles of Chiapas
- Mayapan - The Beginning and the End

## ESTED MULTIMEDIA FOR ANTHROPOLOGY-LEVELS 10-12

IDES

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he End

RECORDS

Folkways
    Music of the Sioux and the Navajo
    Music of the American Indians of the Southwest

TAPES

Tapes Unlimited
    The Nature of Human Nature
    The Meaning of Education
    Morality and Religion
    Causes of Aggression
    Evolution
    Development of Culture
    American Technological Civilization

16mm FILMS

Independent Film Producers
    Daily Life of the Bozo
    Ancient Peruvian

International Film Bureau
    African Village
    Prehistoric Man in Europe
    The Archeologist and How He Works
    Peruvian Archeology
    Himalayan Shaman of Northern Nepal
    Exploring the Unwritten Past
    Himalayan Shaman of Southern Nepal